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ABSTRACT

This is the second of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. These materials were developed to provide an individualized, competency-based teacher training program. The modules in this booklet deal with social studies skills plus general teaching skills. Objectives of this phase of the program and basic concepts are established. Three master modules--orientation, lesson planning, and unit planning--are presented following a structure of rationale, objectives, pre-assessment, activities, and post-assessment. Topics of other modules are writing objectives; questioning; responding; set and closure; facts concepts and generalizations; lecturing; small group instruction; simulation; learning activity packages; teaching and value questions; and assessment and evaluation. An extra feature is a section dealing with the teaching of English in secondary schools. An appendix contains modules for using language in the English Class I, Class II and Class IIB. Volume I is SO 006 628; Volume III is SO 006 630. (KSM)

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EDUCATION 310

Social Studies - English

An
Individualized Performance-Based Model

Pilot Program

Fall, 1973

Milburn Stone
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SP006625

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A Note To The Public

The materials in this book have been developed under the auspices of the Rhode Island Staff Development Cooperative, a consortium funded by the New England Program in Teacher Education. This is the second of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. In addition to modules dealing with general teaching skills, this edition contains modules specifically related to social studies skills. An extra feature of this particular volume is a section dealing with the teaching of English in secondary schools. It is anticipated that the modules will undergo continuous revision as they are implemented.

The first volume, dated Spring, 1973, contains modules dealing with general teaching skills. Those modules were field tested during 1972-73 and revised in response to field test evaluations.

In process is a third volume containing modules for student teaching. They will be field tested and evaluated during 1973-74. A copy of this collection will be available in draft form in September, 1973.

Dr. Carmela E. Santoro, Director
R. I. Staff Development Cooperative

A Note To The Reader

One thing that we have discovered is that there is no way to produce a course of study which is individualized and performance based without very extensive planning and preparation. What you see here is our syllabus for a Practicum in Secondary Social Studies. This may be the longest syllabus ever produced.

All of our planning is a part of an experiment in teacher education which is going on at Rhode Island College under the auspices of the Rhode Island Staff Development Cooperative. In education, the word experiment sometimes has the ring of apology about it. This is not intended here. We think our experiment in individualizd instruction is pretty far along and we are rather pleased with it. We simply want students and other readers to realize that this work is still in progress. We want and welcome suggestions, criticisms, and reactions no matter how blunt or outraged. After all, we didn't put this volume in a "loose-leaf" binder for nothing.

Anyone interested in the genesis of the present volume must read the earlier work of Professor Peter Piccillo on the subject of individualized and performance based teaching. This material is available from the Rhode Island Staff Development Cooperative. There is hardly anything in this book that was not set in motion by Professor Piccillo's leadership during the Spring semester, 1973. We also owe a great debt of gratitude to the Rhode Island Staff Development Cooperative under the leadership of Dr. Carmela Santoro.

It goes without saying that the support and criticism of our colleagues in the department of Secondary Education has been most important to the development of this material. In this, Professors Joan Tomlinson, Clement Hasenfus and Katherine Murray have been expecially helpful.

Finally, we owe a great deal to a number of public school teachers in Providence, Rhode Island. Mr. John Usher and Mr. David Horton of the Gilbert Stuart Middle School must receive special praise for a thousand acts of encouragement, support, cooperation and criticism. These men are professionals. With their fine principal, Mr. George West, they have a vision of what urban education can be in America which is both realistic and inspiring.

We expect to make major revisions in this material as time goes on. This material must be integrated more closely with other courses our students take as they prepare for teaching careers. A start has been made in this direction by defining our performance standards in a way that permits remediation in later courses. A start has also been made in the cooperation between the English and the Social Studies specialists in the Department of Secondary Education. We feel that we have much to gain from this cooperation.

Milburn Stone
Allyn Fisher
Rhode Island College
Fall, 1973

A Note To The Student In English

What follows in this book represents a joint effort, and we are greatly indebted to the instructors and students in the Social Studies Department who have field tested many of the methods and modules. The book is based on the belief that there are certain skills which all teachers can and should learn, and that much of this learning is an individual process. These skills are contained in the modules, particularly those at the beginning of the series in this book. Learning the specific methods and modes for teaching English involves these skills, special knowledge and practice. The modules for this material have been deliberately placed at the end of the series because they are rather complex and since they involve the skills taught in the previous ones. It is suggested that you cursorily read through all of the modules as soon as you can so that you get a better time perspective for your semester's individualized learning about teaching. You should also page through the book and take particular note of the instances in which there are pages simultaneously numbered with the same numeral followed by the letter "E." This indicates that you should read the "E" page which is addressed to the prospective English teacher only and disregard the page that precedes it.

Persons or agencies wishing further information relating to the materials contained herein should contact:

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Providence, R. I. 02908

Introduction to the Practicum in Secondary Social Studies/History/English

or

What have I gotten myself into?

What are we going to do in this class? This is naturally the first question for any student entering a new course. Students entering the secondary practicum often find themselves asking this question with a special urgency. Practicum has a reputation as a course requiring hard work, a substantial expenditure of time, and many frustrations. Now, we might assure you that this reputation is an exaggeration. Students who finish this course do sometimes act like the old veterans of the "Great War," and this accounts for some of the reputation of the course. On the other hand, there is no honest way to get around the fact that this course will take its toll in time, labor and frustration. The four credits you will receive when you complete the course may not adequately compensate you for your effort.

Practicum is a unique course. It has a career orientation unlike that of your courses in liberal arts and sciences. People who enroll in this course are aiming to become secondary school teachers. In the program of the college, this course serves no other function than teacher preparation. However, the business of teacher preparation is complex, and it creates a special kind of tension. On one hand, we seek to teach you some things you really need to know if you are to make a success of your initial teaching assignments. On the other hand, we seek to help you verify the wisdom and appropriateness of your decision to enter the teaching profession.

When we set about planning this course, we felt this tension most acutely. Our problem was not simply to sort out those things which are relevant to the preparation of a teacher from those which are irrelevant. Almost everything that seemed reasonable also seemed relevant. This forced us to set ourselves to work answering four difficult questions.

First:

What are the important things for a student to learn as he prepares to enter the teaching profession?

Second:

By what criteria or set of standards are these things determined to be important?

Third:

Which of these things can be taught, given the resources available in this course?

Fourth:

Among the important things that a teacher must know, which should be taught first and which should be deferred for more advanced experiences?

Wait a minute.

If you have been following this convoluted little essay, you must now anticipate that our next step will be to respond to our rhetorical questions by simply laying out our objectives and priorities in this course in a manner as systematic and persuasive as possible.

Well, you are about to witness a bit of razzle-dazzle from the repertoire of the crafty old teacher. You can not dignify the reason for the forthcoming tactic by calling it a "principle" of education. It is not even a "rule of thumb." Let us say that it is a part of the "lore" of teaching. This bit of lore might be state as follows:

LORE A little variety means a lot in teaching. Variety
LORE usually means doing something unexpected. Just
LORE because something is unexpected does not mean that
LORE it lacks an objective or a rationale.

Now, back to the point.

We do not plan to tell you our objectives, priorities and rational for this course. We plan to teach them to you.

More lore here.

LORE Telling isn't teaching.

Follow the next set of directions explicitly. This is going to be a little tricky, but we have every confidence that you can handle the challenge.

Do you see any lore here?

If so, extract and record it below.

LORE?
LORE?
LORE?
LORE?

Turn the page.

At the bottom of this page you will find an envelop. Open the envelope and remove the twelve cards you will find there. Lay the cards out before you. Do not place them in any particular order.

The Mysterious Envelop

Turn the page.

Notice that each card has a brief sentence describing one characteristic of a good teacher. All of these qualities are essentially positive; that is, they are all characteristics that one would reasonable expect to find in a good teacher.

Read the cards.

Now, from among the cards given, your task is to select the card which names the quality you consider to be the most important for a successful teacher.

Notice that the cards all have an identifying letter in the upper right hand corner. Record your choice by writing this letter in the place marked "1" below. Now continue to select and record cards for your second, third, fourth choices, etc. until you have ranked in order all twelve cards.

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
9. _______
10. _______
11. _______
12. _______

Note:

The objectives of this activity are accomplished if you make your choices without too much hairsplitting. We realize that your true feelings on this matter can not be expressed by simply pigeon-holing a dozen cards.

By now you are probably twitching to know what we are up to. You will soon find out.

Some of you might have noticed that the card sorting exercise is rather similar to a research technique used in social science known as the "Q sort."

LORE Research techniques in the social sciences
LORE are a useful source for ideas about techniques
LORE for teaching the social studies.

Back to the lesson.

Notice that this lesson could just as easily be taught in a formal classroom. We could have brought you all together, given you an introduction to the subject and set you to work sorting cards individually. Or, we might have had you working in small groups or pairs.

Perhaps we might have put you to work with little or no introduction. Your interest might have been engaged by this activity. And, of course, this activity might have been part of some highly individualized self-pacing group of activities which you could have worked on in your own time. This is not much different from what you are doing now.

MORE LORE Once you know what you are going to teach,
MORE LORE there are lots of ways to do it.

Almost certainly if we were teaching this lesson in a regular classroom,much of the lesson would involve questioning. That is, we would have developed our main points by asking you questions and by encouraging you to raise questions of your own which we might answer directly or turn back on the class for further discussion.

The lore of teaching suggests that questioning is a healthy technique to use in the classroom because ----

LORE Kids do not know everything, but they know a
LORE lot, and you have to use what they do know to
LORE achieve the objectives of your lesson.

We are sure that you have seen teachers try to employ this questioning technique with disasterous results. The teacher poses a question of importance, and no one knows the answer. He poses a question about yesterday's lesson. No one remembers. He asks what day it is. The students can't rightly say. The lesson is dying in silence. Worse still is the situation where the teacher poses his questions and only the best students answer. The class then spins off as a duet or quartet with the teacher and several verbal students performing to a bored audience.

Have good cheer. The lore of the cunning old master teacher suggests that the questioning that could be developed out of this lesson would not be such a disaster because ---

LORE You can not make students respond to your questioning
LORE unless you have developed your lesson in such a way
LORE that the students have something to say that will make
LORE them look reasonably intelligent.

Do you have something to say that would make you look reasonably intelligent? Sure. You have all been working with the card game. Here is a common experience you have all completed. Here is a problem to which you have given some thought.

Since the object of this activity is to get you and your fellow students to begin to make some distinctions among the various qualities a teacher must either have or acquire, the questioning might begin by trying to discover the range of opinion within the class. We could ask ----

"Peter, what quality did you place in first position?"

Now even the slowest student could handle this question. We could ask it around a good part of the class. We could then move on to ----

"Why did you choose this quality?"

or

"What do you think is the main difference between you and Matilda, since your choices vary so much?"

Finally we might begin to ask questions such as ----

> "A lot of these qualities are very similar and others are not. Can we group similar things together and distinguish them from other things?"

This would require some probing, of course, and we might have to return to much simpler questions again in order to get the class moving on to the business of making these distinctions. When we finally do get students making up their own categories, we can expect several things to happen. First of all, we will fill up the blackboard. Secondly, we will find that some of the students are making up good categories that never occurred to us. A few of them will be far more clever than anything we thought of by ourselves.

Are you ready for more lore?

LORE In the typical secondary school class you can assume
LORE that there are some students more intelligent than
LORE the teacher. You can also assume that the collective
LORE intellectual effort of the class will surpass the
LORE individual effort of the teacher. Any teacher who
LORE tries to dominate the class intellectually, creatively
LORE or physically is in for trouble.

Developing our lesson in the manner described above would emphasize inductive thinking. You were given a package of data and expected to build a set of general statements about the data. Of course, this lesson could be developed in a deductive manner. That is, we could give you a set of generalizations and you could determine the data which would be consistent with the generalizations.

LORE The distinction between inductive and deductive
LORE thinking is rather arbitrary in the first place.
LORE There should be no attempt to develop one process
LORE to the exclusion of the other. The emphasis
LORE should be on a variety of systematic thinking
LORE processes.

Deduction is probably most appropriate for completing this lesson. After all, there is little chance for the interplay and questioning which often make inductive lessons successful.

Back to the lesson.

Turn the page.

Write down the rank order number opposite the identifying letter in the columns below. For example: If card letter "H" is ranked in the fourth place on your list back on page 6, you should place the number 4 opposite the letter H on the list below.

Group I	Group II	Group III
G________	D________	C________
H________	L________	F________
M________	Y________	P________
X________	Z________	T________

Add the numbers in each column and average them below.

4)__________	4)__________	4)__________

OK.

Pick up your cards and reorganize them according to the groups indicated above. Read the cards in each group.

Turn the page.

These groups represent our effort to identify three broad categories of behavior which good teachers must have. In other words, there ought to be some common theme among the cards in a single group which distinguishes it from the other groups.

In the space below, try to put into your own words a brief statement identifying the common theme you have found in each group. If you can not find the themes which we assure you are present after analyzing the cards themselves, you might go back and read the first two pages of this chapter again. We might have dropped some clues there.

GROUP I.

GROUP II.

GROUP III.

After you have given this exercise sufficient thought and analysis so that you can write your thoughts on paper, turn to the next page and compare your judgment with that of your professors.

GROUP I.

This group contains statements referring to the personal characteristics of the teacher. Things that a person learns and develops throughout a lifetime are mentioned here. For the most part, we might say that this group is concerned with the personality of the teacher and the impact that his personality might have on his students.

GROUP II.

Group two contains statements which refer to the teacher's intellectual development, particularly that part of the teacher's development which is related to his formal academic training in the liberal arts and the content of the social and behavioral sciences.

GROUP III.

Group three contains statements which make reference to the skills which the teacher needs in order to make his classroom an efficient and effective environment for learning. These skills are skills which all teachers require regardless of personality or academic competence.

Now remember that all of these characteristics are essential for the successful teacher. Our next problem is to determine which of these groups of attributes should receive primary emphasis as we develop this course.

Here is the criteria which we developed for determining the content of your experience in Education 310. The activities included in this course will have top priority to the extent that they satisfy three points on the criteria.

1. The material developed in this course must lend itself to formal instruction. In other words, there must be some way in which the behavior of the professor can develop a specified behavior among his students.
2. The material developed in this course must not be excessively redundant. It should not recapitulate material or experiences you have received in other courses, and it should not anticipate material you are bound to receive in future courses or experiences.
3. The material developed in this course must have immediate practical application to your next experience in professional training for teaching. More specifically, the things you learn in practicum should prepare you for student teaching.

After reading this criteria, apply it to the three groups described above. According to this criteria, should the main emphasis in this course be those kinds of things described in Group I? Group II? Group III?

Make your selection by turning to the appropriate page below.

If you chose Group I, turn to page 16.

If you chose Group II, turn to page 17.

If you chose Group III, turn to page 18.

If you selected Group I, you must feel that it is possible for our little four credit course to alter the pattern of socialization and personality development which has formed your character for at least twenty years. Or, perhaps you feel that the purpose of this course should not be to teach you anything. Perhaps you would rather this course serve as a screen to sort out those with the proper personality traits from those who lack them.

This is a great vote of confidence for the knowledge and power of your professor. In spite of your confidence, however, we are going to avoid ordering the priorities in this course so that the things mentioned in Group I will have much to do with the objectives of the course. On a personal level, we may be able to help you make some career decisions based on the way your personality seems to function in the classroom. However, we will be the first to admit that our competence in this area is very limited.

Go back and look carefully at point # 1 on our criteria.

Since we are on the subject, let us make three more points.

1. There is no evidence that a certain set of personality traits or socializing experiences make an effective teacher. Rather, it seems that people with a variety of personality traits can be effective in the classroom. Furthermore, we would argue that students need to have contacts with a range of normal personalities among their instructors.

2. There may be some problems of ethics in store for the teacher with the charismatic personality. You might read or recall the film or book The Prime of Miss Jean Brodie for a statement of the issue.

3. Most of those "essential" personality traits for the satisfactory teacher turn out to be highly generalized qualities which would be useful for the success of any person in any field which requires close contact and cooperation with other people. While most great teachers may exhibit these qualities, many others who exhibit the qualities fail to make effective teachers for lack of training in teaching skills or in other areas.

If you selected Group II you must feel that this course is going to be an extension of your social science and liberal arts training. You may be in for a disappointment here.

Look back at point #2 on our criteria.

We seek to teach you something that is not covered in any other course you have had at this college. As a matter of fact, we hope that your basic knowledge of English, psychology, and social science is secure enough that it can be taken for granted.

Perhaps we can ease your mind a bit about the relationship of this course to your liberal arts experience by making two points.

1. Many people feel that the only way to really learn something is to be required to teach it. Though our objectives do not touch this issue, you may personally find that your field work in this course is a real capstone to much of your liberal arts training. Here you will be required to work with your liberal arts training in an action situation.

2. Many people also report that classroom teaching helps to actualize their experience in academic courses they take later. We suspect that any other academic courses you take after taking practicum will have a new dimension simply because you will be constantly asking yourself a very relevant question ----
How can this knowledge be useful in the classroom?

In short, the objectives of this course are very different from those of your liberal arts courses. However, what you do in this course may support your liberal arts training in an important way. For this reason, this course may turn out to be the ultimate liberal arts experience, but it is not necessary for this to happen.

Congratulations. You selected Group III. You have the thrill of knowing that you can apply a criteria to a set of facts in a way which matches your powers of deduction with those of your professors. In other words, you seem to be following our discussion nicely. In doing so, you have finally uncovered the

REAL OBJECTIVES OF THIS COURSE.

This course is going to be aimed at the development of a set of skills which all teachers must have. Specifically, you are going to develop your skill in the following four areas:

1. Assessing and evaluating the learning of students.
2. Setting and writing objectives for instruction.
3. Planning lessons and units of instruction.
4. Interacting with students in ways which carry out your plans and fulfill your objectives.

Think back to our criteria for a moment. We think that these are skills which ----

1. Can be taught.
2. Have not been taught to you in any other course.
3. Will have a direct effect on your future in student teaching and on the job.

In short, the first priority of this course is to develop a limited number of teaching skills to a level that will enable you to function in a normal secondary school classroom with the degree of independence and effectiveness which is required by a teacher in student teaching.

By now you probably feel that this lesson is going to continue until Christmas. Have faith. We are nearly finished. In fact, there is really only one more thing left to accomplish.

Recall that a few pages back we asked you to figure the average rank order position for the cards in each of our three groups? So far we haven't done anything with this labor of yours, have we?

Now a wise teacher will tell you ----

LORE LORE LORE LORE	Do not ask your students to expend their efforts on an activity that has no self-evident relationship to their education unless you intend to follow-up on the activity.

Therefore, let us take a look at the meaning of those figures.

Turn the page.

If the categories which we have developed with our groupings of these twelve cards have any meaning, then your average placement of cards within the groups should represent a comparative rating of your own priorities with respect to the three attributes of a successful teacher defined by our groups.

For example, the lower the numbers in your average, the more importance you ascribe to the attributes described by the group of cards. Let us say that your average score for each of the three groups is as follows:

Group I - 10.0
Group II - 5.5
Group III - 3.75

(In case you are curious, these scores happen to be those of a practicum professor who will not be teaching you this semester.)

We might interpret these scores to mean that this person rates teaching skills (Groups III) as the most important attribute of the good teacher. He feels that academic skills (Group II) are almost as important as teaching skills. Personality attributes (Group I) are far less important than teaching skills or accademic background.

Remember that the test assumes that all of these areas have some importance for the teacher. This data does not say that personality attributes are unimportant. The data does give a statement of the relative importance of a number of important factors in the opinion of the individual tested.

Now look at your own scores.

List your own priorities below.

	Group #	Score
First Priority		
Second Priority		
Third Priority		

Now think about this for a moment. We have already revealed that Group III holds the highest priority for your professors, and that this priority is reflected in the preparation of this course

Write a brief statement comparing your own priorities with those of this course.

Now look to the following pages for an interpretation of your selection.

If you placed Group I in the top priority, turn to page 22.

If you placed Group II in the top priority, turn to page 23.

If you placed Group III in the top priority, turn to page 24.

Assuming that you responded honestly in this exercise, you indicate that the thing you consider most crucial for a successful teacher is the proper set of personality characteristics.

By now you know that this course is not going to be much concerned with this. In other words, the thing you consider most important for a teacher to have is not the thing which this class will help you develop.

What does this mean for your chances of success in the course?

Probably nothing. If anything, you might be able to develop a kind of creative tension with respect to your personal goals and the institutional goals of this course which is entirely productive.

As we said on the first page of this activity, such tension is part and parcel of this course. What is more, we know from past experience that your view of what it takes to be successful in teaching is bound to change. This is supposed to happen. After all, it is fairly common for people to change their opinion of something as they find out more about it. We do not anticipate that your priorities will become closer to those of your professors. We do expect that you will find the kinds of things we have you do in this course to be useful as you seek your own career in teaching.

What you need to understand and appreciate is that the decisions which were made about the content of this course have been made public for your examination. You have also been given some insight into the criteria upon which these decisions were based.

Perhaps it is the ability to open up the goals of instruction to public view which distinguishes the professional teacher from the others who profess to teach.

Perhaps the question you should ask about teaching from now on is not the one we began with:

What are we going to do in this course?

Maybe you ought to begin asking:

What are we going to be able to do
after this course?

Assuming that you responded honestly in this exercise, you indicate that the thing you consider most crucial for a successful teacher are his academic and intellectual skills.

By now you know that this course is not going to be much concerned with this. In other words, the thing you consider most important for the teacher is not the thing which this class will help you develop.

What does this mean for your chances of success in the course?

Probably nothing. If anything, you might be able to develop a kind of creative tension with respect to your personal goals and the institutional goals of this course which is entirely productive.

As we said on the first page of this essay, such tension is part and parcel of this course. What is more, we know from past experience that your view of what it takes to be a successful teacher is bound to change. This is supposed to happen. After all, it is fairly common for people to change their opinions as they get more information. We do not expect, however, that your opinions will become more like your professor's. We do expect that you will find the kinds of things we have for you to do in this course will be useful as you seek your own career in teaching.

What you need to understand and appreciate is that the decisions which were made about the content of this course have been made public for your examination. You have also been given some insight into the criteria upon which these decisions were based.

Perhaps it is the ability to open up the goals of instruction to public view which distinquishes the professional teacher from these others who profess to teach.

Perhaps the question you should ask about teaching from now on is not the one we began with:

> What are we going to do in this course?

Maybe you ought to begin asking:

> What are we going to be able to do after this course?

Assuming that you responded honestly in this exercise, you are in a dangerous situation. Your priorities are about the same as those of your professors. The things you think it most important to learn, they intend to teach.

This probably means nothing at all for your prospects for success in the course. The danger in this situation is that you will be so satisfied with the rationale which this course offers for its objectives that you will be immune to the creative tension which can develop when there is a slight difference between an individual's personal goals and the goals of the institutions in which he finds himself working.

After all, we did not say that the things we intend to teach you are the most important things for you to have in any absolute sense. These are the most important things to teach only when you relate them to the things your professors know they can teach.

What you need to understand and appreciate is that the decisions which were made about the content of this course have been made public for your examination. You have also been given some insight into the criteria upon which these decisions were based.

Perhaps it is the ability to open up the goals of instruction to public view which distinguishes the professional teacher from others who would profess to teach.

Perhaps the question you should ask about teaching from now on is not the one we began with:

> What are we going to do in this course?

Maybe you ought to start asking:

> What am I going to be able to do after this course?

This is the end of our attempt to "teach" you the objectives of this course. We are sure you must be gratified. Let us just say that this was a "lesson."

Now the question always arises with respect to any lesson ----

How well was this lesson taught?

LORE
LORE
LORE

A lesson does not end when the students leave. A lesson ends when you have made some evaluation of your performance.

You have just finished the lesson so perhaps you are a good authority on the quality of instruction you have received. perhaps you were amused by the lesson. Perhaps not. Perhaps you found that this lesson was well-organized and moved along smoothly. Maybe you found the opposite.

Are these good standards for a lesson?

Turn the page and find out our view on this matter.

Well, they are not bad. Just about any group enterprise from a political convention to a rock concert could be judged by these standards. A lesson which ----

1. Seems to hold your interest and stimulates your desire to participate in the activities of the lesson.

and

2. Seems to move along with visible evidence of planning and organization

is not too bad.

In a certain sense, however, these standards are not sufficient. As any experienced teacher will tell you ----

THE LAST OF THE LORE
THE LAST OF THE LORE
THE LAST OF THE LORE
THE LAST OF THE LORE

> The real test of a teacher's performance is the performance of his pupils. Did they learn anything? Did they learn what the teacher set out to teach?

It goes without saying, however, that this is the toughest standard of all for the teacher to meet. This standard is the test which separates teaching from entertainment. When a person leaves a rock concert it is sufficient to know if he enjoyed himself and if the concert was well-performed. When a student leaves your class you must also know if he, in fact, did learn what you set out to teach.

Now in order to determine if this lesson was successful it is necessary to know something that has not been revealed to you thus far. What is it?

Write your answer below the line. If you have to use more than one sentence for this answer you are on the wrong track.

Turn the page for the answer.

The objectives of this lesson.

That is correct. We spent a long time in this lesson talking about the objectives for the practicum course, but what about the objectives of the lesson itself.

Of course, you could perhaps reconstruct our objectives in this lesson by carefully analyzing the things that we had you do. There must be some relation between what you want to accomplish in a lesson and what you plan for your students to do. However, a student should not have to complicate his life with detective work of this kind. Also, the public beyond the classroom will not have the time to engage in the analysis of your lessons if they want to know your intentions as a teacher. Real honesty, on the part of the teacher requires that he be able to spell out his objectives as precisely as possible.

Turn the page and you will see the objectives for this lesson.

There are three learning objectives for this lesson.

1. At the end of this lesson the student will be able to identify three distinct categories of attributes which are relevant to the success of the teacher. Identification will be considered accomplished when the student is able to use these categories accurately in a discussion of the teaching profession with his practicum professor and his fellow students.
2. The student will be able to identify and justify the goals of the practicum class. Identification will be accomplished when the student completes exercises which are part of the lesson itself. Justification will consist of the student's ability to explain the criteria used to select these objectives in a discussion of the teaching profession with his practicum professor and fellow students.
3. The student will be able to state and criticize his personal learning objectives in terms of the goals of the practicum course in a discussion with his practicum professor and his fellow students.

You will notice that we are not giving a formal examination in order to evaluate this lesson. The evaluation will rest on an informal judgment of the lesson's success in an activity which will be part of your first module of instruction for this course.

CHAPTER II

THINGS YOU WILL NEED TO KNOW TO SUCCEED IN PRACTICUM AND GO FORWARD TO GREATER GLORY

or

ARE YOU SURE SOCRATES STARTED THIS WAY?

In this section of the syllabus we intend to violate one of the suggestions we made for effective teaching in the first chapter. We are going to tell you a lot of things you need to know if you are going to function in this class effectively. As we said in chapter one, "telling really is not teaching." We forgot to mention that "telling is sometimes necessary." We think this is one of those times because what we are telling you now follows the themes developed in the first chapter. Also, it is not absolutely necessary that you grasp all of the points we will make in this capter. We will be returning to them again and again in the course and you can use this capter as a reference, provided, of course, you have read it through one time and are familiar with its contents in a general way.

Performance Based Education

This course will have two characteristics which will probably be new to you. In the first place, this course will operate in a manner that educators describe as "performance based." Performance based education requires that the people who organize the educational sequence involved specify, with as much precision and clarity as possible, the kinds of knowledge, behavior and skill which are to be the result of the educational experience. The student then devotes his efforts exclusively to working on activities which are designed to develop the knowledge, behavior and skill specified as objectives of the course.

You might look at our description of performanced based teaching and ask if all effective teaching doesn't involve the creation of objectives for the students and activities which lead efficiently to those objectives. Of course it does. We are just trying to be as public as possible about things that good teachers have done intuitively for centuries. We have given special attention in planning this course to specitying our objectives and the criteria by which achieving those objectives must be accomplished.

Individualized Instruction

The second characteristic of this course is the fact that your instruction will be individualized. By this we mean that after the first few weeks of this course, you will be as free as possible from the rigid format of class meetings, schedules, deadlines and other features of instruction organized to serve groups of people rather than the individual. You will be free to organize the resources of this course in a manner which is consistent with your own style of learning.

To most people individualized instruction seems to imply that you are going to be working in a rather free-form way with the college and teaching center faculties. This is correct.

However, this free-form manner of working does not imply that your instructors have abandoned their responsibilities for planning and preparing a sequence of instruction which will help you achieve the performance objectives of this course. On the contrary, this will probably be the most thoroughly planned course that you have taken in your college career. We have assumed that by planning and preparing our objectives, activities, materials and evaluation techniques well in advance, we will be able to spend more time working with you on an individual basis.

Individualized Performance-Based Instruction

Though we have treated individualized instruction and performance based instruction as different phenomena, it is easy to see that they are closely related. The reason that you are able to use the resources of this course in an individualized manner lies in the fact that the performance objectives of the course are clearly set forth. One of the reasons we can set forth our performance objectives with confidence is because we have provided a highly flexible individualized manner for achieving those objectives.

Our Performance Criteria

Perhaps the most important thing you need to know about the way this course will operate concerns the manner in which your performance criteria will be established and verified. When we began to seek an answer to this problem we made three assumptions about performance criteria which governed our work.

Our first assumption was that the things a professional teacher must know can not be precisely determined in every detail. All teachers do not have to have the same skills, although there is probably a very small core of skills which all do have. Furthermore, the skills that a teacher must have are constantly changing. A really good teacher must have the ability to renew and expand his skills during his career.

Our second assumption was that the performance standards established for practicum must be carefully related to those required for student teaching, and thence to the spectrum of an individual's teaching career. It seemed to make no sense at all to us to try to develop a set of standards which applied only to practicum. Rather, we set about to establish standards which link the performance of a novice practicum student to the performance of the most highly skilled master teacher.

Our final assumption was that any system of evaluation which we devised must be simple to understand, explain, and apply. Though we realized that developing a system of evaluation would inevitably involve the creation of a terminology with which to explain our intentions, we did not want the terminology to be elaborate or esoteric.

The result of our efforts to devise a scheme for evaluation of your performance was the creation of a five-level scale for the evaluation of teaching performance. These levels, we believe, can be applied to any skill which the developing teacher is attempting to acquire. The scale is applicable to beginning students in teacher training institutions as well as to professional teachers with an abundance of successful experience. The levels themselves are simple enough that it is possible to explain them by answering two crucial questions with respect to their application. These questions are:

1. What kinds of experience develop competence at this level.
2. How can achievement of this level of competence be verified.

Some of you will recognize that our evaluation terminology has been borrowed from the United States Army. This does not reflect the subtle influence of the military industrial complex. On the contrary, it reflects the power of mother love. The mother of one of your practicum professors was a Master Sargeant. We call our five levels of teaching competence----

1. The Orientation Level.
2. The Familiarization Level.
3. The Pre-professional Level.
4. The Professional Level.
5. The Master Level.

We suggest that you spend some time reading the more complete elaboration of the meaning of these levels of performance which follows.

Five Levels of Teaching Competence

1. Orientation Level

General Description: To achieve the "orientation level" the student must develop, at the most general level, an awareness of the structure and function of knowledge in a particular area. Orally and in writing, the student can correctly use terms and concepts associated with the subject. He can present a brief rationale for the importance of this knowledge in teaching. He has the capacity to develop his knowledge in the field through reading or the use of other sources.

What kinds of experiences develop this level of competence?

The traditional activities associated with learning on a college campus seem well-suited to developing this level of competence. These include:

> Directed reading; experience with films, recordings, video tapes; observation of lectures and demonstrations; participation in discussion groups and workshops.

carefully structured observations in the field are also valuable in developing this level of competence. These include:

> Observation of a classroom and school building routine; interviews with teaching professionals; observation of demonstration lessons.

How will achievement of this level of competence be verified?

Formal evaluation of a student's achievement at this level can be accomplished by oral examination, objective examination, essay examination, oral or written reports on reading, or entries in a student log or journal. Less formal evaluation can be developed by observation of the manner in which a student uses terms and concepts in small group discussions and in conversation.

2. Familiarization Level

General Description: To achieve the "familiarization level" a student must take the first step away from being told about teaching to actually teaching. The essential requirement at this level is that the student teach a single successful lesson. This lesson may take place in a highly structured and meticulously supervised environment. The teaching situation may be highly artificial in that it is not required that the student deal with a full class for a full period. Nor is it required that he teach public school pupils. The student may have unlimited time for preparation and close access to the practicum professor or cooperating teacher for guidance and advice. The actual content and conduct of the lesson may come close to being imitation of successful lessons the student has previously observed or read about. The student need not be concerned with problems of continuity from day-to-day in his teaching. That is, he does not have to follow his successful lesson with another lesson on the same subject to the same class.

What kinds of experience develop this level of competence?

The achievement of the familiarization requires a laboratory or clinical setting. It also requires a situation in which the practicum professor can be fairly continuously involved with the student in planning, execution, and evaluation of the lesson. Micro-teaching, peer teaching, one-to-one teaching situations seem highly appropriate for the achievement of this level. Teaching supported by video or audio tape recording, interaction analysis, or other systematic techniques for recording the actual performance of the student should be used where possible in achieving this level of competence. Furthermore, the student should have the chance to re-teach lessons after criticism.
Experiences in the field are also possible at this level of competence provided that the student has been carefully prepared for this student experience by his practicum professor and provided that the classroom of the cooperating teacher lends itself to the carefully controlled teaching experience which this level of competence requires.

How will achievement of this level of competence be verified?

Evaluation at the familiarization depends almost entirely on the observation of the student. Observation will focus on"internal evidence" developed from the lesson itself?

Does the student have the background in concepts to plan a successful lesson?
Can he prepare his lesson objectives in an appropriate manner?
In execution, does the student adhere to his plan?
Were deviations from the plan justified by the dynamics of the class?
Can the student make use of evaluation in altering his teaching?

The observer will, where possible, begin to develop "external evidence" with respect to the performance of the student in teaching. External evidence is data about how well the public school pupils under the student's direction performed. This data will not be used to evaluate the student's progress at the familiarization level. It will be used to clarify and support evaluation based on internal evidence. It will also be used to sensitize the student to the norm that the real test of any teacher's performance lies with the performance of his students.

3. Pre-professional Level

General Description: A student's achievement of this level is determined by his ability to sustain through several days of continuous teaching with the same students, the level of performance achieved at the familiarization level. These lessons must be presented in a more realistic classroom situation with a diminishing amount of supervision and support in the planning phases of the lesson.

What kinds of experiences might develop this level of competence?

The classroom of a cooperating teacher is the only appropriate arena for experiences aimed at developing this level of performance. As nearly as possible, the student should deal with a normal classroom and class minus the problems caused by the occassional public school pupil requiring the sophisticated treatment of a professional teacher.

How will achievement of this level of competence be verified?

Internal and external evidence will weigh equally in the evaluation of student performance at this level. Observation of the internal aspects of the lesson will focus on the ability of the student to deal with the problems of continuity in teaching. That is, the problems responding to one day's experience in terms of the next day's plan. External evidence on teacher performance will be developed by a number of devices which will be known to the student before his teaching begins.

Generally, a student at this level will be expected to demonstrate growing independence and self-confidence. He will be expected to take the initiative in evaluating his own efforts. He will be expected to plan independently seeking help in his planning on his own volition.

NOTE: Normally, it is assumed that the student will reach the pre-professional level in several critical areas of teaching skill during his practicum experience.

4. Professional Level

General Description: In achieving this level the student demonstrates that he can sustain the level of performance required at the pre-professional level for a substantial period of time and with a variety of classes and subjects. His work will be with a typical classroom and he must, for the first time, begin to deal with the administrative and extra-classroom responsibilities of the teacher. Furthermore, he must demonstrate a substantial ability to employ a variety of materials, modes, methods, strategies and styles in his teaching. He must handle routinely the usual problems of student behavior and classroom management that arise in the typical classroom, and he must know how to seek professional help for more complex problems.

What kinds of experiences develop this level of competence?

The ability to take responsibility for the learning in a classroom is the essence of skill at this level. A student must therefore be given increasingly greater personal responsibility for the learning environment in several classrooms in order to develop at the professional level.

How will achievement of this level of competence be verified?

Observation of the student in teaching individual lessons becomes less important at this level. The collection of internal evidence focuses on the student's ability to deal with the extra-classroom and problematic aspects of teaching. The collection of external evidence on student performance becomes essential.

NOTE: Normally, it is assumed that the student will reach this level of performance in a few critical areas of teaching skill during his student teaching experience.

5. Master Level

General Description: Among a group of teachers performing at the professional level, the master level teacher is clearly one of the best in terms of the performance of his pupils and the evaluation of his peers. In addition, the master teacher has some of the following attributes:

> He is most active in applying new teaching techniques, methods and materials in his classroom. He is skilled in evaluating, criticizing and adapting teaching innovations which are advanced for use in his school.
>
> He is competent to evaluate and organize the work of other professional teachers.
>
> He is able to assist in the development and training of professional teachers.
>
> On occassion he can make creative contributions to the development of new materials, methods or ways of organizing instruction.

What kinds of experiences might develop this level of competence?

Master teachers are developed by a number of years of experience teaching at the professional level. In addition to this, chances to work in the process of teacher training through the sponsorship of student teachers, interns, paraprofessionals, etc. are essential to the development of master teachers. Advanced graduate training in education or in a subject matter field seems to be useful in the preparation of master level teachers. Chances to participate in experimental programs of curriculum development or administration are useful for the teacher seeking to reach the master level.

How will achievement of this level of competence be verified?

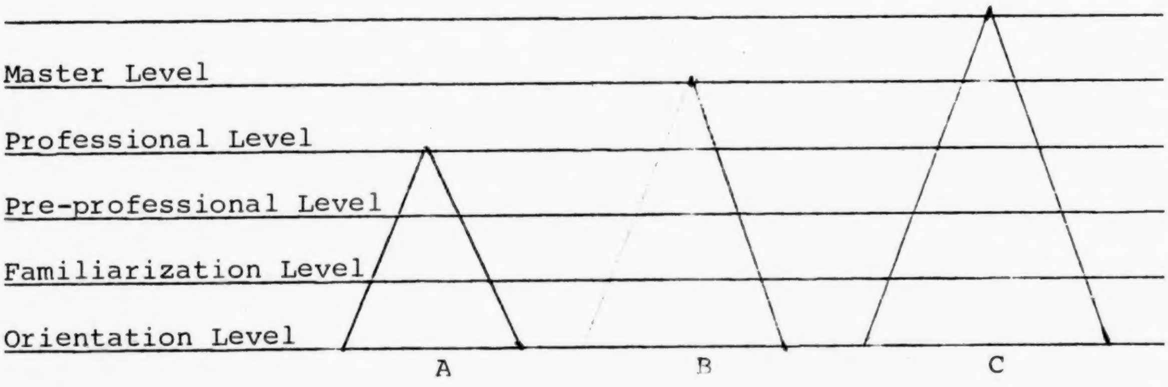
Master level teachers are seldom evaluated with the kind of formal rigor which student teachers or practicum students experience. Generally, however, teachers could be evaluated at this level by the analysis of their creative efforts and by the vigor and talent of the teachers they prepare and administer. Evaluation of peers is probably most important in determining the quality of a teacher at the master level.

The practicum course is primarily concerned with raising your level of achievement on the very few specific teaching skills to the pre-professional level. We also intend to bring your level of accomplishment in a very wide number of fields to the orientation level. A limited number of skills will be brought to the familiarization level. Of course, it is possible for you to exceed these standards. One of the advantages of an individualized program is the opportunities it provides for the student who is able to achieve things beyond the expectations of his instructors. On the other hand, students who need more work on certain skills will also have an ample opportunity to develop these skills before moving on to other tasks.

Your student teaching experience will build on the achievement of your practicum course. Those skills which you raised to the pre-professional level will advance to the professional level. You will have a chance to add more skills at the orientation level and raise your repertoire of skills already at the orientation level to the familiarization or pre-professional level.

We might visualize the structure of a teacher's skills as a triangle. The apex of the triangle represents that set of skills which the teacher has perfected to the highest level. The base of the triangle represents the range of skills which the teacher has at the lowest, or orientation, level. Our goal in all phases of teacher education is to produce teachers who are constantly developing and refining their essential skills at the highest level while remaining open to new techniques and approaches in education. With reference to our triangle, the progress of these teachers would be shown as a triangle with a constantly increasing altitude and a constantly expanding base. A student's development at Rhode Island College might therefore be shown by the following diagrams.

Levels of Competence


Master Level
Professional Level
Pre-professional Level
Familiarization Level
Orientation Level
A
B
C

Triangle A describes the progress of a student at the end of practicum.

Triangle B describes the progress of a student at the end of his student teaching experience.

Triangle C describes the progress of a teacher at the end of a number of years of successful experience and/or after the successful completion of a program leading to a Masters degree.

The Modules

In planning for individualized instruction we have isolated a number of specific skills which we want you to develop during this course. In accord with our performance criteria, we have also specified a level of performance which we hope you will achieve in these areas. In setting forth these requirements, you must understand that we have also allowed for a certain amount of flexibility. By this we mean that some of the skills we hope you will develop may be deferred until student teaching. We also mean that achievement of certain levels of skill may be similarly deferred. Naturally, we hope that you will achieve the maximum level of performance in each of our skill areas. However, an individualized program allows for a variety of individual achievement when maximum effort is being applied.

After determining the specific skills we hope you will develop, the level of skill we hope you will achieve, and the amount of flexibility of achievement which seems reasonable, we have written a self-pacing instructional module for each skill. These modules are included in this volume. As a matter of fact, they make up the bulk of this volume and will certainly consume the major part of your interest after today. You are advised to skim through these modules as soon as possible.

The following is a descriptive list of the modules found in this volume.

	Module	Place in Program	Optimum Level of Competence
1.	Personal Orientation to the Teaching Profession	Required Master Module	Orientation
2.	Lesson Planning	Required Master Module	Pre-professional
3.	Unit Planning	Required Master Module	Familiarization
4.	Writing Objectives	Required	Pre-professional
5.	Questioning	Required	Familiarization-Pre-professional
6.	Set and Closure	Required	Pre-professional
7.	Assessment and Evaluation	Required	Familiarization
8.	Facts, Concepts, Generalizations	Required	Orientation
9.	Lecturing	Required	Familiarization
10.	Small Group Activities	Required	Familiarization
11.	Verbal and Non-verbal Behavior	Required	Orientation-Familiarization
12.	Writing Learning Activity Packages	Optional	Orientation-Familiarization
13.	Simulation Activities	Optional	Orientation-Familiarization
14.	Values and Teaching	Optional	Orientation
15.	Audio Visual Proficiency*	Required	Familiarization

*The Audio Visual Proficiency Module is administered by the Department of Educational Technology and is required of all students before they begin student teaching. It is not included in this volume.

The following is a descriptive list of the modules found in this volume.

	Module	Place in Program	Optimum Level of Competence
1.	Personal Orientation to Teaching English	Required Master Module	Orientation
2.	Lesson Planning	Required Master Module	Pre-professional
3.	Unit Planning	Required Master Module	Familiarization
4.	Writing Objectives	Required	Pre-professional
5.	Questioning	Optional	Familiarization-Pre-professional
6.	Set and Closure	Required	Pre-professional
7.	Assessment and Evaluation	Required	familiarization
8.	Lecturing	Optional	Familiarization
9.	Small Group Activities	Required	Familiarization
10.	Verbal and Non-verbal Behavior	Required	Orientation-Familiarization
11.	Writing Learning Activity Packages	Optional	Familiarization-Pre-professional
12.	Using Language in the English Class I	Required	Familiarization-Pre-professional
13.	Using Language in the English Class II A or B	Required	Familiarization-Pre-professional
14.	Audio Visual Proficiency*	Required	Familiarization

* The Audio Visual Proficiency Module is administered by the Department of Educational Technology and is required of all students before they begin student teaching. It is not included in this volume.

Referring again to the triangle representing the structure of your teaching skills, after completing this course you can expect that you will have the following structure of skills.

You will have accomplished from 12 to 15 modules at the orientation level.

You will have accomplished from 5 to 11 modules at the familiarization level.

You will have accomplished 3 to 4 modules at the pre-professional level.

As we said earlier, it is possible that you will have raised some of the modules above these levels of achievement, depending upon your interest, dedication, and your previous skills and experiences. It is also possible that you may not have achieved the levels of performance anticipated by the schedule of modules above. Before you complete the course you will have an evaluation conference with your practicum professors. At that time your progress on all modules will be reviewed and you will be given an individualized "prescription" for your student teaching experience.

Since much of your time during the next fifteen weeks will be spent fussing over our modules, it is perhaps wise to take a look at the structure of each module. All of the modules are written in the same format. Each module contains the following elements.

a. A rationale
b. Learning Objectives
c. Pre-assessment
d. Activities
e. Post-assessment
f. Enclosures

You might have guessed that we would like to escape the charge of hypocrisy which is sometimes leveled against college professors who engage in the dubious business of teaching others how to teach. Specifically, we are charged with not practicing what we teach. We feel that each of the elements of our modules is essential for any professionally competent teaching effort. Of course, a professionally competent teaching effort need not be organized in the same way we have organized this course. Since we are holding up our work as a model, we should tell you more about each of the elements of the modules you will be working your way through.

The rationale: There is a temptation to skip over the rationale in our modules and move directly to the part of the module which commands action. Avoid this temptation. We have reserved all of our passion and enthusiasm about teaching for expression in the rationale. Some are downright inspirational. Also, most contain valuable information about the work to follow. The rationale is our way of "establishing set" for each lesson. Good teachers work on establishing good set. Do not give us any trouble about this. Read the rationale.

Learning Objectives: Each module contains a set of learning objectives. If you have been reading this syllabus carefully you know how important we consider these objectives to be. We consider writing objectives to be one of the crucial skills you must master in this course. We have tried to make our objectives good examples of the craft. Perhaps the most important aspect of the objectives is the fact that there is a direct relationship between the objectives and the other parts of the module.

Pre-and Post-Assessment: Before you begin the module and you complete the activities in any module you will find statements about assessment activities. These activities detail the things you must do in order to demonstrate that you have the skill the module is supposed to develop. Assessment should be of particular interest to you if you read the course objectives and determine that you can already do the things the module requires. Many modules allow you to "test out" of the module. This means that you may take an examination to prove your competency in the skill or you may demonstrate competence in the field.

Activities: The heart of all the modules is the activity section. The activities set forth a number of things that you can do in order to accomplish the objectives of the module. The activities suggest books to read, films to view, people to talk to, events to observe which are relevant to your learning needs. One thing to note about the activities is that it is not necessary to complete all of the activities in order to finish the module. This is an individualized program. Individualization means that you select the activities which are relevant to your needs. We have deliberately listed a great deal of reading material in each module. Some of you will need only a fraction of this reading. Others will need to do a great deal of reading.

Among the other activities in the modules you should read one additional activity. This is the "unwritten activity." The unwritten activity says that if you can think of any kind of activity which would be more effective than the ones you are given, you may do it. We want you to report all unwritten activities to your professor, however. Something that helps you may be useful for others. With this in mind, we are constantly rewritting our modules.

Enclosures: Where we have found materials which can be reproduced and attached to the modules, we have done so. These are called enclosures.

Master Modules

Since this program is individualized, it is possible for you to work on any module at any time and in any order. We have used this system in the past and it works well enough. We think it will work even better if you note two departures we have made from the individualized design of this program.

First of all, we plan to introduce individualization gradually during the first month of class. During this period you will complete one module and be launched into a number of others.

Secondly, we have selected three modules which we have written in such a way as to help you organize your time and pace your effort during the first eight weeks of the course. We call these modules the master modules. They are:

1. Personal Orientation to the Teaching Profession
2. Lesson Planning
3. Unit Planning

We strongly suggest that you begin working on these modules first and work through them in the order shown above. The modules provide a rough structure for the course. You may link other modules to these three modules, and the master modules contain suggestions about where other modules might be integrated with the master module.

Perhaps you are now wondering how all of this activity will fit together to form a course of study with some structure and order. As an individualized course, there is no definite answer to this question. What follows is a schedule which might chart the progress of the average student through the course. Remember, this is merely a model schedule which we are presenting in order to give you a broad overview of the course and its activities.

EDUCATION 310

SOCIAL STUDIES PRACTICUM
FALL 1973

A MODEL SCHEDULE

NOTE: This is an "average" time-line, not a rigid schedule which must be followed by all students at the same time. It is expected that some students will work at a faster, other at a slower, pace depending on inclination and ability.

SUGGESTED Week No. ACTIVITY

1. CAMPUS ACTIVITY #1: Orientation to PBTE

2. LABORATORY EXPERIENCE #1: All students, all schools.
FOCUS: Orientation to Lab schools and teachers.
MODE: Assessment (All students to visit each school)
MODULE: Orientation.
LEVEL OF ACHIEVEMENT REQUIRED: Orientation

RETREAT

FOCUS: Group and Individual Interaction
MODE: Workshops
MODULES: Behavioral Objectives, Lesson Planning
LEVEL: Orientation

3. CAMPUS ACTIVITY #2: Individual Work, Conferences . . .

4. LABORATORY EXPERIENCE #2: All students, Gilbert Stuart Middle School.
FOCUS: Assessment, One-to-One Instruction
MODE: One-to-One Instruction, (Questioning)
MODULES: Questioning, Verbal and Non-Verbal Responding.
LEVEL: Familiarization

5. CAMPUS ACTIVITY #3: Planning and Micro-Teaching Lessons for Lab #3.

6. LABORATORY EXPERIENCE #3: All students, all schools
FOCUS: Execution of Lesson
MODE: Small Group Instruction (one lesson, presumably that micro-taught during Campus Activity #3)
MODULES: Lesson Planning, Behavioral Objectives, Questioning, Set & Closure, Small Group Instruction.
LEVEL: Familiarization

7. LABORATORY EXPERIENCE #4: All students, all schools
& FOCUS: Assessment, Planning, and Execution of a THREE-DAY LESSON
8. MODE: Small and Large-Group Instruction
MODULES: Lesson Planning, Behavioral Objectives, Questioning, Set & Closure, (ALSO Lectures, Values, and Facts-Concepts-and-Generalizations to the FAMILIARIZATION level).
LEVEL: Pre-Professional

9. CAMPUS ACTIVITY #4: Orientation to LAPS, Evaluation, Simulation
10. LABORATORY EXPERIENCE #5
thru FOCUS: Assessment, Planning, Execution, & Evaluation of a LAP
15. MODE: Small & Large Group Instruction; Individualized Instruction
MODULES: Lesson Plans, Objectives, Set & Closure, Questioning
LEVEL: Pre-Professional

EDUCATION 310 ENGLISH PRACTICUM Fall, 1973

A Model Schedule

NOTE: This is an "average" time-line intended as a model for a schedule for an "average"student. It is to be discussed and perhaps adjusted during the first two workshop sessions.

Week # Activity

1. CAMPUS ACTIVITY: Orientation to PBTE (first workshop: information)

2. LABORATORY EXPERIENCE: All students, all schools.
Focus: Orientation to Lab schools and teachers.
Mode: Assessment (All students to visit each school)
Module: Orientation.
Level: Orientation
Second Workshop: Group and Individual Interaction

3. Individual Work on Master Modules, Conferences, both laboratory for observation, etc. and on-campus conferences.

4. LABORATORY EXPERIENCE:
Focus: Assessment, One-to-One Instruction
Mode: One-to-one Instruction (Questioning)
Modules: Question, Verbal and Non-Verbal Responding, (VTR)
Level: Oriention

5. CAMPUS ACTIVITY: Planning and Micro-Teaching Lessons for Labortory Experiences.

6. & 7. LABORATORY EXPERIENCE:
Focus: Execution of Lesson
Mode: Small Group Instruction (one lesson, presumably that micro-taught during Campus Activity #3)
Modules: Lesson Planning, Behavioral Objectives, Questioning, Set and Closure, Small Group Instruction.
Level: Familiarization

8. & 9. & 10. Laboratory Experience
Focus: Assessment, Planning, and Execution of a THREE-DAY LESSON
Mode: Small and Large-Group Instruction
Modules: Lesson Planning, Behavioral Objectives, Questioning, Set and Closure, (ALSO Using Language I and/or Using Language II).
Level: Familiarization

11. through 15. The Preprofessional Level of Competency for modules A,B,C and at least in one area of G and H. (see page 49E for details)

EDUCATION 310

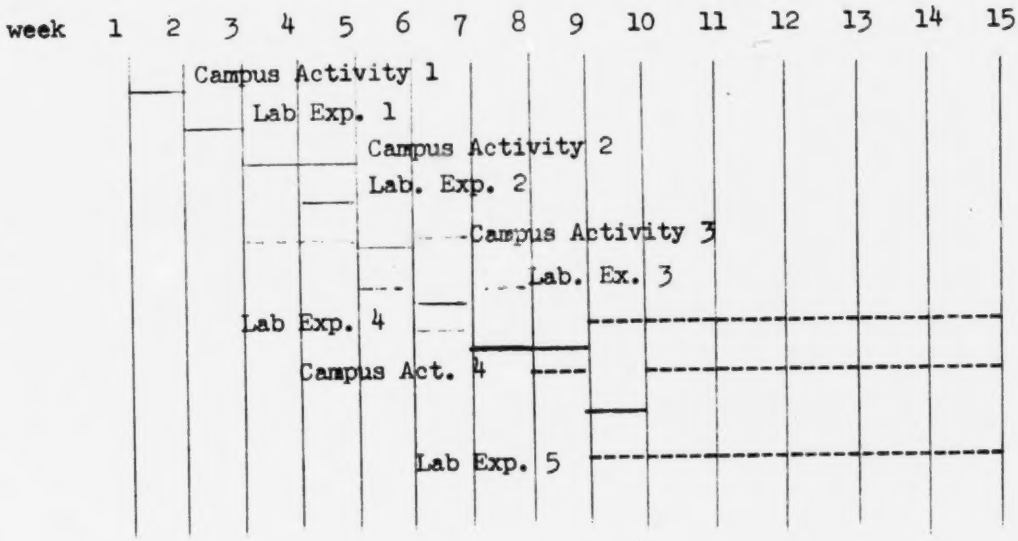
SOCIAL STUDIES PRACTICUM
FALL 1973

DIAGRAMATIC SUMMARY OF MODULES TO BE PERFORMED BY PBTE STUDENTS, THE LEVEL OF COMPETENCE EXPECTED OF EACH, AND THE APPROXIMATE TIME OF THE SEMESTER FOR PERFORMANCE OF EACH.

LEVEL OF ACHIEVEMENT	MODULES
ORIENTATION:	Verbal and Non-Verbal Responses; Simulation; Values.
FAMILIARIZATION:	Facts, Concepts & Generalization; Lectures; Small Group Instruction.
PRE-PROFESSIONAL:	Lesson Planning, Behavioral Objectives, Questioning Set & Closure.

ORIENTATION	FAMILIARIZATION	PRE-PROFESSIONAL
Lesson Planning	Lesson Planning	Lesson Planning
Behavioral Objectives	Behavioral Objectives	Behavioral Objectives
Questioning	Questioning	Questioning
Set & Closure	Set & Clousre	Set & Clousre
Facts, Concepts & Gerneralizations	Facts, Concepts & Generalizations	-----
Small Group Instruction	Small Group Instruction	-----
Lectures	Lectures	-----
Simulation	-----	-----
Verbal & Non-Verbal	-----	-----
Values	-----	-----

FLOW CHART OF CAMPUS ACTIVITIES AND LAB EXPERIENCES: (SUGGESTED)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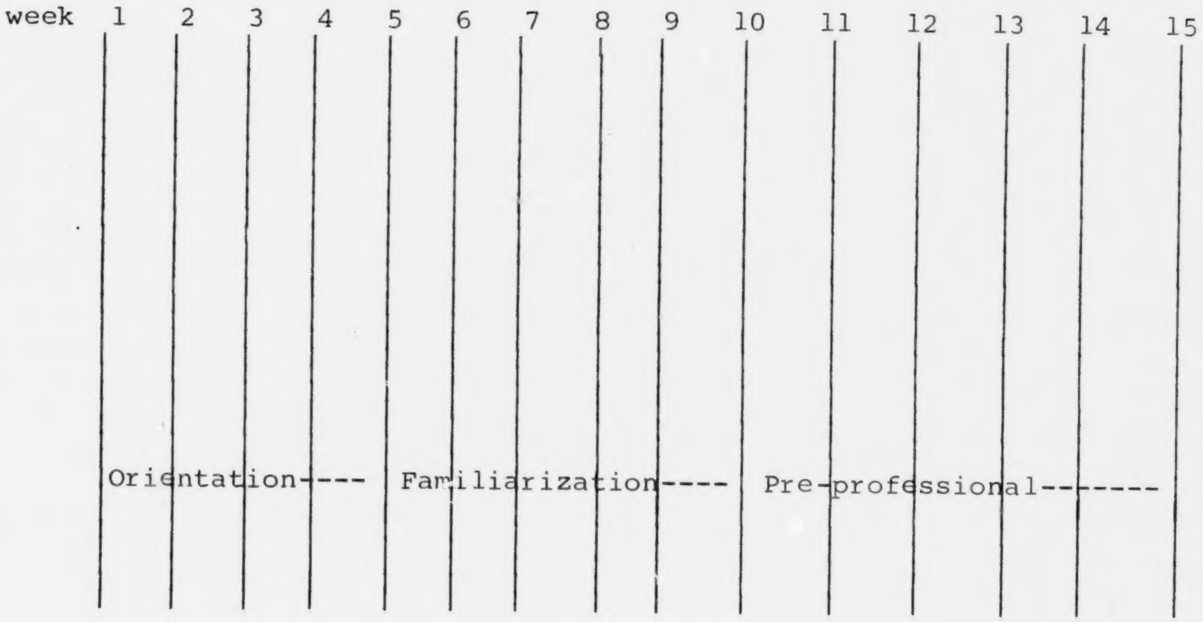
Campus Activity 1
Lab Exp. 1
Campus Activity 2
Lab. Exp. 2
Campus Activity 3
Lab. Ex. 3
Lab Exp. 4
Campus Act. 4
Lab Exp. 5

EDUCATION 310 ENGLISH PRACTICUM Fall, 1973

DIAGRAMATIC SUMMARY OF MODULES TO BE PERFORMED BY PBTE STUDENTS AND THE LEVEL OF COMPETENCE EXPECTED OF EACH

ORIENTATION	FAMILIARIZATION	PRE-PROFESSIONAL
A. Lesson Planning	Lesson Planning	Lesson Planning
B. Behavioral Objectives	Behavioral Objectives	Behavioral Objectives
C. Questioning	Questioning	Questioning
D. Set & Closure	Set & Closure	Set Closure
E. Small Group Instruction	Small Group Instruction	-----
F. Verbal & Non-Verbal	-----	-----
G. Using Language in the English Class I	Using Language in the English Class I	Using Language in the English Class I
H. Using Language in the English Class II A or B	Using Language in the English Class II A or B	Using Language in the English Class II A or B



Some Things That Help Pull the Course Together

As you can imagine, an individualized course poses lots of problems for communication and coordination between students, professors, field centers and other areas of instruction. The following activities are designed to make coordination and communication possible in this course.

Your File. Within the first week of the course you will be given a file folder which you will be asked to maintain through out the course. You will keep your file in the metal file cabinet in the practicum work room, Gaige 111 E. Quite simply, you will keep everything you have that is related to the course in your file. Evaluation forms, materials you produce for your own teaching, notes, your journal, and other things of this nature belong in your file. Of course, you may remove your file for work at home or in the library or in the field. There will be a number of times during the course when you will be requested to leave your file in the cabinet for evaluation. At such times, your file should reflect the status of your work in the course to that date.

Your Journal. Each student will keep a journal. In the journal you will record your general reactions to teaching and to your progress in the course. Many of the modules request that you accomplish certain written assignments in the journal. It is suggested that you purchase a note book (a cheap one) which will serve as your journal. Your journal will not be returned.

Some Things That Help Pull the Course Together

As you can imagine, an individualized course poses lots of problems for communication and coordination between students, professors, field centers and other areas of instruction. The following activities are designed to make coordination and communication possible in this course.

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Your Professional Bibliography. As a beginning teacher you should begin making a record of books and other sources of help in your teaching which will be a useful reference during student teaching and your first years on the job. You should record the titles of books and materials you happen across in this course but have no opportunity to read. It is alright to put this material in the notebook you are using for your journal. Be sure, however, to place this in a special part of the journal which can be detached and returned to you.

The Activity Basket. You and your peers in this course will be producing a lot of material on the mimeograph machine. This material will include lesson plans, handouts for your pupils, games, tests, learning activity packages and many other things. Make extra copies of things you are reproducing. Place these copies in an activity basket in the practicum room, G 111 E. Check this basket and collect the work of your peers. This material you collect will be very useful to you in student teaching and it will give you an idea of what others in the class are doing. You do not have to file the activities of your peers in your file.

The Appointment Book. Directly across the hall from the practicum room you will discover the office of the history department secretary. This young woman keeps a little red appointment book for the practicum class. If you need an appointment you may make one in this book. The secretary will phone your serve as your journal. Your journal will not be returned.

Your Professional Bibliography. As a beginning teacher you should begin making a record of books and other sources of help in your teaching which will be a useful reference during student teaching and your first years on the job. You should record the titles of books and materials you happen across in this course but have no opportunity to read. It is alright to put this material in the notebook you are using for your journal. Be sure, however, to place this in a special part of the journal which can be detached and returned to you.

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The Appointment Book. Directly outside CL 258 you will discover the English department secretary. This young woman keeps the appointment book for the practicum class. If you need an appointment you may make one in this book. The secretary will phone your professors to inform them of appointments that have been made. Of course, you professors to inform them of appointments that have been made. Of course, you can make appointments with your professors personally or by phoning them yourself.

The Flow Chart. In this practicum room will be found a chart which represents the progress of each student through the various modules. When you begin or end a module you should check yourself off on this chart. This chart will help you follow the progress of your fellow students. We are not trying to foster competition here. It is useful to know which modules your peers are working on because you can seek advice from those who have finished or plan group activities with those who are at your level.

The Message Board. We will also maintain a message board near the practicum room. Anyone can leave a message on the board and everyone should read it regularly. The message board will show the schedules of students who are working in the schools. This will be useful if you wish to observe lessons. It will also help you plan your own appointments in the field. Many times students request lectures, demonstrations or other activities from the professors. These group activities will be scheduled on the message board.

can make appointments with your professors personally or by phoning them yourself.

The Flow Chart. We will keep this chart in the practicum work area so we can represent the progress of each student through the various modules. When you begin or end a module you should check yourself off on this chart. This chart will help you follow the progress of your fellow students. We are not trying to foster competition here. It is useful to know which modules your peers are working on because you can seek advice from those who have finished or plan group activities with those who are at your level.

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EDUCATION 310 SOCIAL STUDIES PRACTICUM FALL 1973

MODULE: PERSONAL ORIENTATION TO THE TEACHING PROFESSION: DEVELOPMENT OF A PHILOSOPHY AND RATIONALE FOR SOCIAL STUDIES EDUCATION.

RATIONALE: To quote Mager, "If you don't know where you're going you won't know when you get there" (or, indeed, whether you ever get there). A teacher who does not have a PHILOSOPHY AND RATIONALE of education and instruction is literally like a ship without a rudder, buffeted by whatever intellectual (or non-intellectual) storm that blows, drifting along without direction or purpose. Such a teacher at best does no overt harm to his students, but, conversely, has little chance of doing something beneficial to them except by accident. All teachers therefore, must have a rudder -- a philosophy and rationale of education -- preferably one that is developed out of his own experience rather than borrowed from someone else. Such a personal philosophy is less artificial, and more susceptible to continued growth as the teacher grows.

OBJECTIVES: After finishing this Module, you should . . .

1. be able to analyze and interpret your reasons for wanting to become a teacher.
2. be able to analyze and interpret your reasons for wanting to become a social studies teacher.
3. have developed a cogent and well thought out personal philosophy of education as it applies to your becoming a teacher.
4. have oriented yourself to the Laboratory schools, teaching stations, cooperating teachers, and curricula of the schools.
5. have developed a rationale for social studies education in both the Middle and High School.
6. be able to isolate the problems you see in implementing your philosophy and rationale in a school.
7. be able to develop strategies for overcoming these problems within the framework of traditional curricula and school systems.
8. have built a continuing Bibliographic (Annotated) file of books on education, student teaching, social studies, etc. encountered during your Practicum and Student Teaching semesters.

PRE-ASSESSMENT: During the first week of Practicum, spend some time to honestly think through and evaluate just where YOU are now, and why you want to become a teacher -- in particular, a social studies teacher.

1. WRITE DOWN the results of this self-evaluation, and your reasons for wanting to become a teacher.
2. WRITE OUT as precisely as possible your perceptions of teaching as a job-cum-profession (as you now see it).

EDUCATION 310

ENGLISH PRACTICUM
FALL 1973

MODULE: PERSONAL ORIENTATION TO THE TEACHING PROFESSION: DEVELOPMENT OF A PHILOSOPHY AND RATIONALE FOR ENGLISH EDUCATORS.

RATIONALE: To quote Mager, "If you don't know where your're going you won't know when you get there" (or, indeed, whether you ever got there). A teacher who does not have a PHILOSOPHY AND RATIONALE of education and instruction is literally like a ship without a rudder, buffeted by whatever intellectual (or non-intellectual) storm that blows, drifting along without direction or purpose. Such a teacher at best does no overt harm to his students, but, conversely, has little chance of doing something-beneficial to them except by accident. All teachers therefore, must have a rudder -- a philosophy and rationale of education -- preferably one that is developed out of his own experience rather than borrowed from someone else. Such a personal philosophy is less artificial, and more susceptible to continued growth as the teacher grows.

OBJECTIVES: After finishing this Module, you should . . .

1. be able to analyze and interpret your reasons for wanting to become a teacher.
2. be able to analyze and interpret your reasons for wanting to become an English teacher.
3. have developed a cogent and well thought out personal philosophy of education as it applies to your becoming a teacher.
4. have oriented yourself to the laboratory schools, teaching stations, cooperating teachers, and curricula of the schools.
5. have developed a rationale for English education in both the Middle and High School.
6. be able to isolate the problems you see in implementing your philosophy and rationale in a school.
7. be able to develop strategies for overcoming these problems within the framework of traditional curricula and school systems.
8. have built a continuing Bibliographic (Annotated) file of books on education, student teaching, English, etc. encountered during your Practicum and Student Teaching semesters.

PRE-ASSESSMENT During the first week of Practicum, spend some time to honestly think through and evaluate just where YOU are now, and why you want to become a teacher -- in particular, an English teacher.

1. WRITE DOWN the results of this self-evaluation, and your reasons for wanting to become a teacher.
2. WRITE OUT as precisely as possible your perceptions of teaching as a job-cum-profession (as you now see it).

ACTIVITIES: ACTIVITY ONE: BEGINNING A PHILOSOPHY AND RATIONALE

1. Read one of the following books during the first week of the course.

   Schrank, Teaching Human Beings
   Postman and Weingartner, Teaching as a Subversive Activity
   Silberman, Crisis in the Classroom.

   These books are available in the practicum room.

   Summarize and analyze the philosophy of education and the rationale for social studies education found in each book. Discuss your findings with your fellow students.

2. JOURNAL: Keep a record -- of at least one entry per week -- of your thoughts, ideas, findings, problems perceived, etc. re: social studies education and of your own philosophy of education as it develops. This record, or JOURNAL, should be kept in your file in the Practicum Room normally.

3. Before beginning your Laboratory Experience #1, write down a "provisional rationale and philosophy" (personal) which you hope to implement during your succeeding Lab. Experiences, in Student Teaching, and as a Teacher.

ACTIVITY TWO: ORIENTATION TO THE LAB SCHOOLS

1. You will be assigned to visit all four Laboratory schools cooperating with this Practicum (PBTE), spending one "practicum period" in each school. BEFORE you visit, check the Providence Social Studies Curriculum Guides (which may be found in the Curriculum Resources Center, Horace Mann Hall), to see approximately what materials will be dealt with during the week of your visits.

2. Visit each of the teaching stations (schools) on the day appointed for you, and observe at least one lesson. During these classroom visits, make the following observations:

   a. Make an inventory of reading and other materials available to the class in the subject area under discussion.

   b. Observe carefully the activities and experiences of the students in the class, in particular, classroom procedure and student interest. (one way of doing this is to note body movement of students, as well as their verbal responses).

   c. What do you think the students were learning? What, in your opinion, was the purpose of this lesson? Would you like your children (if or when you have them) to attend this school? WHY or WHY NOT?

   d. After the lesson, talk with the teacher about the goals of his instruction. Ask him for a copy of his lesson plan (so that by the end of the four visits you will have four different lesson plans).

ACTIVITY ONE: BEGINNING A PHILOSOPHY AND RATIONALE

1. Read one of the following books during the first week of the course.

   Holt, What Do I Do Monday?
   Holt, Freedom and Beyond.
   Postman and Weingartner, Teaching as a Subversive Activity
   Silberman, Crisis in the Classroom.

   These books are available from the practicum instructor and the library. Summarize and analyze the philosophy of education and the rationale for English education found in the book. Discuss your findings with your fellow students.

2. JOURNAL: Keep a record -- of at least one entry per week-- of your thoughts, ideas, findings, problems perceived, etc. re: English education and of your own philosophy of education as it develops. This record, or JOURNAL, should be kept in your file in the Practicum Room normally.

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ACTIVITY THREE: POST-LABORATORY DEBRIEFING

1. Arrange a group meeting with other members of the Practicum to discuss the following: (If you wish, a member of the Counseling Department can be with you as a facilitator to communication. Ask your Practicum Professor to arrange such if you so desire).

   Each of you may be experiencing certain "affective" (e.g., emotional) reaction to your beginning the practical, on-the-job training necessary to becoming a teacher. Each of you have completed observations of four schools, and had interviews with each of the Practicum Instructors there. To the best of your ability try now to explain how you feel about teaching to each other. Are you challenged or discouraged? Do you feel inadequate or are you confident you can learn the skills you will need to be an effective teacher. BE HONEST to yourself as well as to your colleagues.

   Try to listen carefully to each other.

2. Record in your JOURNAL the result of this interaction.

ACTIVITY FOUR: DEVELOPMENT OF A PHILOSOPHY AND RATIONALE FOR SOCIAL STUDIES EDUCATION

1. By the end of your Laboratory Experience 4, write out a formal, personal, philosophy and rationale for social studies education which you will attempt to follow and implement in your student teaching and beyond.

2. Write down the problems you perceive you will have in implementing this philosophy, both in your student teaching and later as a "certified" teacher.

3. After researching, and talking with teachers, students, colleagues, administrators, and Practicum Professors, devise a strategy for overcoming these problems you have isolated above.

ACTIVITY THREE: POST-LABORATORY DEBRIEFING

1. Arrange a group meeting with other members of the Practicum to discuss the following: (If you wish, a member of the Counseling Department can be with you as a facilitator to communication. Ask your Practicum Professor to arrange such if you so desire).

   Each of you may be experiencing certain "affective" (e.g., emotional) reaction to your beginning the practical, on-the-job training necessary to becoming a teacher. Each of you have completed observations of four schools, and had interviews with each of the Practicum Instructors there. To the best of your ability, try now to explain how you feel about teaching to each other. Are you challenged or discouraged? Do you feel inadequate or are you confident you can learn the skills you will need to be an effective teacher. BE HONEST to yourself as well as to your colleagues.

   Try to listen carefully to each other.

2. Record in your JOURNAL the result of this interaction.

ACTIVITY FOUR: DEVELOPMENT OF A PHILOSOPHY AND RATIONALE FOR ENGLISH EDUCATION.

1. By the end of your Laboratory Experience 4, write out a formal, personal, philosophy and rationale for English education which you will attempt to follow and implement in your student teaching and beyond.

2. Write down the problems you perceive you will have in implementing this philosophy, both in your student teaching and later as a "certified" teacher.

3. After researching, and talking with teachers, students, colleagues, administrators, and Practicum Professors, devise a strategy for overcoming these problems you have isolated above.

MODULE: LESSON PLANNING

RATIONALE: Teaching is simple really. Forget the mystical drivel about the charisma and artistry of the teacher. If you are a reasonably literate person you can do a creditable job of teaching if you can accomplish the following tasks:

a. Decide precisely what it is you want to teach.

b. Justify your choice with enough clarity that you can explain it convincingly to your students and to those who are paying for your services.

c. Figure out how you will organize your students and your subject matter while you are teaching.

d. Collect and prepare the materials you need.

e. Devise a way to determine if you have actually taught what you set out to teach.

This is called planning. Planning is the most fundamental skill of the professional teacher. Indeed, planning is what distinguishes the trained professional from the inspired amateur. Good teachers are good planners and they spend a considerable amount of time planning. Poor teachers are poor and infrequent planners and the poorest teachers rarely plan at all.

You can plan for every aspect of teaching. You can plan for a year of teaching. You can plan a five minute part of a single lesson. For the most part, however, the basic unit of educational planning is the lesson plan for a single period in the day. The skills and techniques useful in planning the good lesson are the same required to plan more complex and extensive activities. When you finish this module you should be able to plan an effective lesson.

OBJECTIVES: When you have completed the activities in this module you will be able to:

1. Recognize, list and describe the necessary components of a lesson plan.

2. Given a collection of lesson plans prepared by experienced teachers, you will be able to suggest at least two alternative teaching activities which would accomplish the objectives of the lesson.

3. Given an assignment to teach a single lesson on a given day, you will develop three lesson plans for the lesson specified. Each of the lessons will meet with the professor's approval.

4. You will teach one of the lessons above with a class of students until your performance is satisfactory to your cooperating teacher.

PRE-ASSESSMENT: Accomplish items #3 and #4 above.

ACTIVITIES:

1. Read the following materials:
    a. "Lesson and Unit Planning" Enclosures accompanying this module.
    b. Fraenkel, Helping Students Think and Value. pp. 333-396. You should own this book.
    c. Popham and Baker, Planning and Instructional Sequence. This book is available in the Practicum Room, Gaige 115 E.
    d. Popham and Baker, Systematic Instruction. pp. 45-115. This book is available in the Practicum Room, Gaige 115 E.
2. As you read this material, be alert for other useful references and sources which you can enter in your professional bibliography under the heading "Planning."
3. You may find the following materials useful as additional references.
    a. McKean, Principles and Methods in Secondary Education. Chapters 4 and 5.
    b. Schorling and Batchelder, Student Teaching in Secondary Schools. Chapter 6.

    These books will be found on reserve in the library.
4. Assess your own understanding of this material by taking the mastery tests in Planning an Instructional Sequence, pp. 123-138 and the exercises in Helping Students Think and Value, pp. 387 - 390.

    You may find it helpful to work on these self-testing exercises with another member of the class or in a small group session, discussing the reasons for your responses as you move through the material.
5. If you find yourself lost or confused by this material, consider the following suggestions:
    a. Find a friend who has already finished this portion of the module and ask him for help.
    b. Schedule an appointment with your practicum professor. Make sure the professor knows the general nature of your problem in advance of the appointment so that he can be prepared to help you.
    c. Join with several other confused souls in requesting a small group discussion, lecture, or demonstration from your practicum professor.

PRE-ASSESSMENT: Accomplish items #3 and #4 above.

1. Read the following materials:

   a. "Lesson and Unit Planning" Enclosures accompanying this module.

   b. Popham and Baker, Planning and Instructional Sequence. This book is in the library.

   c. Popham and Baker, Systematic Instruction, pp. 45-115. This book is in the library.

2. As you read this material, be alert for other useful references and sources which you can enter in your professional bibliography under the heading "Planning."

3. You may find the following materials useful as additional references.

   a. McKean, Principles and Methods in Secondary Education. Chapters 4 and 5.

   b. Schorling and Batchelder, Student Teaching in Secondary Schools. Chapter 6.

   These books will be found on reserve in the library.

   c. See your practicum instructor about joining the NCTE and thereby receiving the English Journal for this year (a requirement).

4. Assess your own understanding of this material by taking mastery tests in Planning an Instructional Sequence, pp. 123-138.

   You may find it helpful to work on these self-testing exercises with another member of the class or in a small group session, discussing the reasons for your responses as you move through the material.

5. If you find yourself lost or confused by this material, consider the following suggestions:

   a. Find a friend who has already finished this portion of the module and ask him for help.

   b. Schedule an appointment with your practicum professor. Make sure the professor knows the general nature of your problem in advance of the appointment so that he can be prepared to help you.

   c. Join with several other confused souls in requesting a small group discussion, lecture, or demonstration form your practicum professor.

ACTIVITIES: NOTE: Experience has shown that students frequently wish to have a lecture or demonstration on the subject of lesson planning. Your practicum may take the liberty of scheduling a voluntary lesson on this subject in advance of any specific request. The date of this event will be posted.

#5 con't

6. When you feel ready, request a brief examination on this subject from the departmental secretary. Complete this examination and bring it to the practicum professor for evaluation.

CONGRATULATIONS. SUCCESSFUL COMPLETION OF THIS PORTION OF THE MODULE RAISES YOUR COMPETENCE IN PLANNING TO THE "ORIENTATION LEVEL." THE REST OF THIS MODULE IS DESIGNED TO BRING YOUR LEVEL OF COMPETENCY TO THE "FAMILIARIZATION LEVEL."

7. After visiting each of the schools which are used as teaching stations for this practicum, select one school at which you wish to teach one lesson. After making this selection, consult with your practicum professor. He will accomplish the following things for you.

    a. He will brief you on the curriculum materials and subject matter being taught in the school at this time. He will help you select a topic for a specific lesson which is consistent with this curriculum.

    b. He will assign you a "block of time" (from two to four days) in the school. During this time period you will teach your lesson. Before you teach the lesson you will probably want to observe and consult with the cooperating teacher in the school. The first day of this block of time will constitute a deadline to which you should discipline your work. Before reporting to the school, you should be fully prepared to teach in terms of planning.

    c. He will schedule a "micro-teaching" rehearsal of your lesson on video tape.

8. During your initial visit to the schools you had an opportunity to collect lesson plans and observe lessons in progress. Select two lessons which particularly interested you. Prepare a brief critique of each lesson and enter it in your journal. Make notes suggesting two alternative methods for teaching the same material and achieving the same behavioral objectives.

9. A series of small group discussions will be scheduled during the first week following your visits to the schools. Join with one of these groups and be prepared to present your critique and your alternative teaching activities orally before your peers and the discussion leader.

If you do not wish to attend a discussion group, add your suggested alternatives to your journal in the form of an alternate lesson plan for the two lessons you have selected.

10. Recall that you have been given an assignment and a deadline for the completion of the plans for a lesson. The objectives of this module will not be achieved until you have developed three lesson plans covering the objectives of your lesson. Now is the time to begin with this horrendous undertaking.

12. Your first task will be to define the objectives of your teaching. These objectives must be written in behavioral terms. If you have not accomplished the module on writing objectives, put this module aside and begin to work with that one.

    With minor variations to fit the differences in performance criteria appropriate to the activities of each lesson, the behavioral objectives may be the same for each lesson.

13. Consult the Providence Social Studies Curriculum Guide for the appropriate grade level and topic. This guide is very useful in helping you form your learning objectives. It covers the concepts and generalizations as well as the inquiry skills which ought to be developed at each level. You will find this guide in the Curriculum Center (Mann Hall). Look through this guide to see the material covered before and after your lesson.

14. Take your list of objectives to your practicum professor for his advice and approval.

15. When your objectives have been approved it is your task to find and develop materials to convey your objectives. Since you are going to be developing three sets of objectives to go with one set of objectives, your big problem will be to find enough variety in your own thoughts. It is wise to join with several other students working on this task and "brainstorm" your problems. In preparation for this session (or if it breaks down) you may want to refer to some or all of the following.

    a. Textbooks - Bibliographies.

    b. Film Catalogues.

    c. Film-strip catalogues.

    d. Picture files.

    e. The library.

    f. The curriculum resource center.

    g. People - resource people.

If you do not wish to attend a discussion group, add your suggested alternatives to your journal in the form of an alternate lesson plan for the two lessons you have selected.

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    With minor variations to fit the differences in performance criteria appropriate to the activities of each lesson, the behavioral objectives may be the same for each lesson.

13. Consult the necessary English Curriculum Guides for the appropriate grade level and topic. This guide is very useful in helping you form your learning objectives. It covers the concepts and generalizations as well as the inquiry skills which ought to be developed at each level. You will find this guide in the Curriculum Center (Mann Hall). Look through this guide to see the material covered before and after your lesson.

14. Take your list of objectives to your practicum professor for his advice and approval.

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    f. The curriculum resource center.

    g. People - resource people.

h. Other lesson plans, units and learning activity packages created in this and earlier practicum classes.

If you decide to use audio-visual materials in your lesson, check with the Audio Visual Center (Craig Lee) about the use of machines and other materials.

This would perhaps be a good time to complete your audio visual proficiency test. Information concerning the test will be found on the bulletin board in Gaige 115 E.

For advice about the reproduction or revision of audio-visual materials, consult Professor Roy Frye, Department of Instructional Technology, (Henry Barnard School - 205) or members of his staff.

16. The manner in which you begin your lesson and the manner in which your lesson ends are particularly important and particularly troublesome in planning the lesson. The problems of beginning and ending the lesson are dealt with in the module "Set and Closure." If you have completed this module, you might wish to review it briefly. If you have not looked at this module, it is suggested that you look at it at this time.

17. When you have developed your lesson plans to your satisfaction, schedule an interview with your practicum professor. At this time, your lessons will be evaluated and discussed. Your professor will look for these things:

    a. Rationale - Can you justify what you are teaching?

    b. Objectives - Are they stated properly?

    c. Do you provide for "set and closure."

    d. Have you specified your materials?

    e. Have you considered the problems of classroom management and control in the planning of your lesson?

    f. Is their sufficient variety and interest in your teaching activities. Do you vary your mode of instruction? Do you employ several teaching skills.

    g. Do you provide a way to determine if your objectives have been achieved.

18. When your lessons have been approved, select at least one of your lessons and teach it before at least two of your peers. Record this lesson on video tape and review your tape with your practicum professor.

Activities:
Continued.

h. Other lesson plans, units and learning activity packages created in this and earlier practicum classes.

If you decide to use audio-visual materials in your lesson, check with the Audio Visual Center (Craig Lee) about the use of machine and other materials.

This would perhaps be a good time to complete your audio visual proficiency test. Information concerning the test will be posted in the practicum work area.

For advice about the reproduction or revision of audio-visual materials, consult Professor Roy Frye, Department of Instructional Technology, (Henry Barnard School - 205) or members of his staff.

16. The manner in which you begin your lesson and the manner in which your lesson ends are particularly important and particularly troublesome in planning the lesson. The problems of beginning and ending the lesson are dealt with in the module "Set and Closure." If you have completed this module, you might wish to review it briefly. If you have not looked at this module, it is suggested that you look at it at this time.

17. When you have developed your lesson plans to your satisfaction, schedule an interview with your practicum professor. At this time, your lessons will be evaluated and discussed. Your professor will look for these things:

    a. Rationale - Can you justify what you are teaching?
    b. Objectives - Are they stated properly?
    c. Do you provide for "set and closure?"
    d. Have you specified your materials?
    e. Have you considered the problem of classroom management and control in the planning of your lesson?
    f. Is there sufficient variety and interest in your teaching activities? Do you vary your mode of instruction? Do you employ several teaching skills?
    g. Do you provide a way to determine if your objectives have been achieved?

18. When your lessons have been approved, select at least one of your lessons and teach it before at least two of your peers. Record this lesson on video tape and review your tape with your practicum professor.

19. When your lesson have been successfully taught before the video tape machine, you are ready to teach in your chosen school. Take your lesson to the school. Consult with your cooperating teacher about your lesson and other arrangements for the class. Teach the lesson under the supervision of your cooperating teacher. Participate in a critique and evaluation of your lesson with your cooperating teacher, the practicum professor (if he is available) and your fellow students who may have observed your lesson.

20. Reteach and reevaluate the lesson as necessary to achieve a satisfactory performance.

ASSESSMENT: Post-Assessment in this module consists of satisfactory performance on items #6, #14, #17, #18, and #19 in the activities above. These assessment activities are cumulative. That is, you must achieve a satisfactory performance on one before advancing to the next.

Congratulations. Successful completion of this portion of the module raises your level of competence in planning to the "familiarization level." Completion of the next module in planning is designed to bring your competence to the pre-professional level. Work on this module should begin as soon as possible.

LESSON AND UNIT PLANNING

Harley K. Adamson
Weber State College

Why Plan?

A traveler would rarely set out to make a trip of any distance or any consequence without charting in advance where it was he intended to go and how he planned to get there. The same thing is true of teaching. Since we recognize the tremendous importance and complexity of teaching, it seems totally unreasonable to expect to be able to accomplish desirable goals without charting in advance the goals themselves and the course that will be taken to arrive at them. This, of course, is the overriding reason why teachers need to plan. Let us begin by looking at lesson planning and some reasons why this level of planning is necessary. Although the content of this paper is oriented to the familiar group presentation of material, the same basic principles apply in individualized programs.

We often find it possible to drive over a familiar course or to go through a familiar routine without noticing the steps along the way or taking note of the points of interest as we pass them along our route. We find that many illustrious persons have stated that they do their best thinking while engaged in some routine task, in shaving, in driving to work and so on. The reason behind this is relatively simple: As we pass over familiar ground it is easy to overlook those things which are most familiar. The first reason for lesson planning is to avoid precisely this. Since we will rarely teach our students at the intellectual level equivalent to that at which we have studied a subject, it becomes very easily possible to skip over points which are so familiar to us that they should be obvious to anyone - except, of course, someone encountering them for the first time. The danger of this becomes particularly real when we think of repeating a lesson in relatively similar forms several times to different classes in a period of a few days. The possibility of missing key points becomes very real in these circumstances. We would think it strange if the bus driver suddenly retraced his route to make up a stop which he had missed, yet we often find teachers doing precisely this to make up a point that they overlooked in passing. Even a minimal lesson plan can help here.

A lesson plan helps avoid skipping over key points. Even if the material which is to be studied is not outlined in detail in the lesson plan, the inclusion of significant points, as will be shown in the outline of the contents of the plan, has the effect of cementing them in the teacher's mind and of placing them in an available position for inclusion at a logical point in the lesson.

If you can imagine the feeling which a person might have after he had stepped onto a third floor balcony to attract the attention of a crowd only to discover that he had forgotten to put on his trousers, you have somewhere nearly equalled the feeling that a new teacher may expect to have when he discovers that he has suddenly presented his entire lesson in the first nine minutes of the class period, and is now left to wonder what comes next.

A plan which is prepared around a block of content material, rather than one prepared to fit into the space of a single class period can be helpful in avoiding the "no pants" feeling. Such a plan will usually provide content for a period of several days, with room for adjustment for the rate at which the class assimilates the ideas of the lesson, or miscalculations by the teacher on the degree of enthusiasm with which a particular activity may be met. As a rule, any time schedule which must be followed closely is an inhibitive factor in using a lesson plan unless the teacher is completely unable to pace himself through the class activity. A general plan which covers several days' activities allows flexibility to adapt to varying classroom situations while still providing needed direction.

Planning which has looked carefully at a teacher's reasons for teaching a lesson will help him to avoid running out of ammunition. This is not to suggest that a lesson plan can include provision for all contingencies, this would of course be impossible; but by the same token, the lesson plan can and must provide the teacher with the help he needs to pass through the period of class time without appearing to be groping for ideas or having to improvise as the lesson progresses.

Advance planning allows a lesson to proceed in an orderly sequence, since it does not require that the teacher be dependent upon meeting each situation as it develops. The plan should provide the teacher with means by which he can help to trigger certain desired developments in his class. Planning serves also in this third realm in helping the continuity of a lesson development, since it provides the teacher with a record of what was taught the day before and allows him to relate and adapt succeeding lessons to what has been done in the past, without having to rely simply on his memory of what has occurred. A record of what has been taught is particularly helpful when the teacher finds himself on the night before a promised test with nothing for company except a need to write some questions.

An additional valuable outcome in the realm of continuity is the advantage of continuity over a period of years. Since the teacher has in his possession lessons taught in past years, recorded in the form of lesson plans, it becomes possible for him to review these plans and by so doing to approach similar topical points in his class in succeeding years with significantly improved insight. It may be that the lesson plan used in the preceding year, with only limited modification, may well be adapted to repeated use. But a word of caution is in order here: Remember that no two classes will be alike, and a lesson which succeeded with one class is not a guaranteed success with another.

Finally, anyone who works for an extended period of time as a substitute teacher is astonished at the kind of lesson planning that he sees many teachers doing. Most frequently that planning consists of recording the textbook pages which have been assigned, or which are to be discussed, with no provision regarding goals or means of achieving these goals. These are left up to the adaptive ability of the substitute teacher. This means of course that a substitute teacher must become some sort of combination composer-conductor-escape artist. He must develop the lesson as he leads it, while continually being forced to escape from those carefully laid traps which are regular fare for substitute teachers in most classrooms. The nature of the substitute teacher's work is hardly conducive to longevity, but teachers can provide significant aid if they will.

Teachers who anticipate the possibility of being absent (and this does occur to even the hardiest through such strange maladies as straining one's back in getting out of bed, or contracting some rare tropical disease from work in the biology lab) should plan to provide the substitute teacher with all possible help in the form of lesson plans prepared in advance. The substitute, the class, and the regular teacher all gain from such a provision. And if, by some outside chance, the teacher should find that he has made it to school intact, he may discover the joy of a planned lesson.

What a Lesson Plan Might Look Like

It should be emphasized here that the key to the construction of all teaching plans is usefulness. A teacher ought to construct a plan which he can use, even to the extent of carrying it about the classroom with him. This, of course, means that the plan must be concise as well as adaptable.

The teacher should not only make a plan which he can use, he should use a plan which he can make. Since relatively few teachers are eager to spend extended periods of time developing plans, it seems reasonable that they should construct plans which are brief and to the point, which contain those helps they need but contain relatively little extraneous material.

The plan suggested here by no means represents the only form which might be followed. It does represent, in the opinion of this writer, an acceptable minimum. It includes three elements: why we teach, what we teach, and how we teach it.

Behavioral Objectives: The lesson plan form, as you see from the example on page 9, includes, first, behavioral objectives. These represent the teacher's expectations for those he teaches as a result of his teaching. It represents the 'why' for teaching a particular lesson.

Behavioral objectives should represent true behavior, in that they are observable and the teacher can by means of his powers as a professional observer, recognize the extent to which he has succeeded in achieving his objectives. An example might be: "As a result of studying today's topic, the student should be able to give an accurate definition of nationalism," or "When confronted with a problem, the student could be expected to demonstrate an orderly process of problem solving by identifying the problem and collecting information as initial steps in the process." Behavioral objectives represent the beginning step in planning, since if we can foresee no way in which a particular lesson will affect the student, it is extremely difficult to justify teaching it. The only valid reasons for teaching any lesson are the impact which it will have on the student's subsequent behavior. Therefore, behaviors which are expected to result from a lesson should be considered before determining the approach or the precise material which one would propose to cover. The behavioral approach, in fact, should result not in a covering of material, but in an uncovering of ideas and skills of use and value to the student.

It is often helpful to let the student know in advance what will be expected of him in a class. The behavioral objectives for a lesson may well be articulated to the students at the beginning of a lesson in order to give them some perspective on the teacher's expectations.

Concept Statement: The second element of the suggested lesson plan form is the concept statement. This represents the very fundamental ideas which the teacher would propose to teach in the span of the lesson plan as it is written. We might define a concept as a concise statement which can be recognized as the general principle regarding a segment of content. It should be phrased in terms appropriate to the students' vocabulary and should be of such magnitude that it could correspond to a statement or observation by the student. These concepts would be relatively narrow and quite specific in their focus. Examples: "Nationalism may be either a cause or an effect of the actions of a government," or "Attempting to resolve a problem, before defining that problem carefully, may result in a false start and confusion."

The concepts outlined here represent the basic 'what' to be taught in the lesson. While these concepts might not necessarily be presented to the class in precisely the form in which they are shown in the teacher's lesson plan, it would be expected that they would closely parallel the student's verbal appraisal of "what we learned today."

The articulation of the general idea(s) which the teacher intends the students to take from his class in the form of a concept statement of the lesson plan has two distinct advantages for the teacher. First, the concept statement on the plan serves as a central focus for the teacher's efforts. With the concept statement continually in front of him as he teaches, the teacher should find it quite natural to direct the class' activity toward these central ideas, although there is little or no value in the teacher's repeating the concept statement at regular intervals himself.

The second advantage to be derived from the inclusion of a concept statement in the lesson plan is related to the statement often made by inexperienced teachers to the effect that he (the teacher) learns far more about his subject during his first year of teaching than the students do. The observation is probably quite correct, because of the need to clearly express many ideas about the subject for the first time. Putting our ideas about a topic into words, such as is done in writing out a concept statement, results in solidifying that idea in the mind. In other words, if you want to pass that final exam, write out all your answers to the questions in advance, but don't bother to take the "cheat sheet" to the test with you because you will already know the answers.

Activities: The next elements of the lesson plan represent the 'how': These would be used by the teacher in approaching the problem of imparting the concepts he has planned to teach to his particular group. The first of these elements would represent activities of the teacher and the class. The teacher might conceivably want to list his activites: discussion, lecture, or whatever; although relatively few teachers need to have this kind of specific statement in order to proceed efficiently. Perhaps a more appropriate entry in the realm of activities would be "seed" questions; those questions which are intended to get the class moving. A seed question should be rather general, with the expectation that its consideration will generate a series of other questions naturally. You have studied about question development in the "conversational" element of the "Four Cons."

Another possible entry in the activities section would be examples which the teacher hopes to use in his class activity. These might be problems, sample equations, or sentences having particular characteristics which the teacher will use in his discussion with the class. There are few periods of time longer than the half minute in which you desperately grope for a sample of a sentence with a dangling participle. Additional entries here might regard conduct of the class of which the teacher needs to be reminded. For example, "In group activitiy be sure that Ann and Sally are not assigned to the same group." Notations of this kind may well help either a teacher who is typically absent-minded, or a substitute who is not well acquainted with the social configuration of the class, to better accomplish what he proposes to do.

The activity area of the lesson plan should probably not include an outline of subject matter, since a common human frailty when presented with such an outline is to hastily enumerate the elements of the outline as they appear, and then wonder what to do next. Only one or two major content points or ideas should be included, as such, in the activity section. It would be infinitely better to include questions which the teacher had planned carefully to lead the students to discover the concept he hoped they would learn.

The Assignment: The item listed fourth in the planning outline is the assignment. This does not necessarily mean that the assignment need come at this point in the lesson. Neither should it be inferred that every lesson must include an assignment. The nature of the assignment will tend to dictate where it would most appropriately be given to the class. A word of caution here, however: Routine assignments, such as a series of mathematics problems, would probably best be given after the class discussion has been concluded in order to avoid the problem of having some students give their attention to the assignment rather than to class activities. This pre-supposes that the class activities are worthy of the students' attention, of course. Care should be taken to give any assignment early enough during the class period to allow time for clarifying questions. It is usually desirable to allow the class to begin work on an overnight assignment before they leave the classroom. This practice lets the teacher supervise the initial work on the assignment to take care of early problems and see that everyone gets started in the same direction.

Several points must be made with regard to assignments. Although, as a student almost everyone has experienced the frustration of a poor assignment, when we become teachers we persist in commiting the same crimes in the assignments we give. Therefore, a few points of utmost importance with regard to assignments:

The assignment must be worthwhile, and the student must understand why it is worthwhile. Many assignments ask the student to repeat a series of similar actions, such as answering textbook questions or doing large numbers of mechanical problems. This kind of assignment is usually difficult to justify. It is particularly difficult to justify when the student does not understand why he is asked to make these repetitions. The assignment of "the next twelve pages in the text" is equally difficult to justify, both to the student and to the informed teacher, since reading these pages with no ultimate purpose or plan will most often result in relatively little benefit. The reading assignment should include questions or particular points of interest to which the student should be alerted. Relatively few textbooks, it should be noted, include questions of quality at the end of the chapter, since these questions cannot be adapted to the interest or ability level of a particular class or the goals of a particular teacher. Perhaps the only assignment which would seem more reprehensible than "read the next twelve pages in the textbook," would be "read the next twelve pages in the textbook and answer the questions at the end of the chapter."

Very real care should be taken by the teacher to make his assignment clearly understood. If the assignment is one of particular significance, such as a term paper assignment, it would be most appropriate to make this assignment in written form to be duplicated and distributed to the class. This written form should include a statement of the assignment and, if necessary, an explanation of it, along with such other details as the date when the assignment is due, the value to be given the assignment in evaluating the student's progress, and such ground rules as format, length, and standards for the evaluation of the assignment.

Students, in junior high school particularly, can benefit from experience in taking dictation from a teacher. However, if an assignment is to be given by dictation, the teacher should plan to allow a significant block of time in which the assignment is to be given and repeat it at least once, since some students will be more adept at taking dictation than others.

In planning an assignment, the teacher should use care that the assignment is appropriate to the class in, for example, the vocabulary of the reading assignment, the intellectual demands that the assignment will make on the class, or the readiness of the class for the material of the assignment. As a rule, only reading assignments will be given in anticipation of class activity. Most other assignments would follow class activity, either in extending that activity by elaboration upon specific points, examination of questions which were raised in class activity, or practicing of skills which have been introduced in the class activity.

Special care should be used in considering the length of reading assignments and the general amount of work assigned. Remember that some students can complete assignments much more quickly than others. This may be the result of greater reading facility, high motivation, or a variety of other factors. A few simple guides are in order on this point: (1) It is better to assign too little than too much homework if you should err in quantity of work given. (2) Length of assignment should be considered or adjusted in order to allow your slower students the prospect of completing the assignment with a reasonable effort. Homework assignments, for example, which require an average student to spend four or five hours a day in order to complete them are totally unreasonable. (3) Never assign more written work than you are ready to read and respond to in a reasonable period of time. Papers which are not returned, returned without comment, or returned after the student has forgotten their existence serve no valid purpose.

Summary Statement: All too few lessons include a summary or concluding statement, and yet it can play a valuable part in the success of the lesson presentation. This is the point at which steps are taken to ensure that the class understands those concepts which have been taught, has grasped the ideas which the teacher had hoped it would, is able to apply the skills which he set out to teach, or where the teacher can see that the class has reached a given cumulative point in consideration of course material. The summary serves to tie the knot at the end of the lesson. It might be given by the teacher or by the class. The lesson plan should include either a statement which might be used as summary, or questions which would elicit a statement in summary from the members of the class.

Evaluation of Lesson: Note that the lesson plan form contains an empty space at the bottom of the sheet labeled "Evaluation of Lesson." This is the point at which the teacher writes himself a note about the lesson. He may wish to state here those inspirations which come during the lesson presentation or those devices which were used successfully without having been included in the lesson plan. Such things do occur at times and should certainly be preserved for reuse. He may wish also, to state an evaluation of certain elements of the lesson based upon sad experience. An example might be, "Stay away from the question of nationalism as it relates to political parties," or the opposite sort of statement might also be made, "Be sure that the question of nationalism as it relates to political parties is discussed." This segment of the plan is particularly useful to the teacherafter a period of time has elapsed and he wishes to utilize similar content or activities in another lesson.

It seems logical to expect that the teacher would be continually evaluating his lesson throughout its presentation. The inclusion of behavioral objectives and the identification of the major concepts to be taught provide the teacher with tools for this evaluation, but he should also evaluate the response of his class to each aspect of the lesson in order to be most effective.

Generally speaking, the lesson plan serves as the teacher's guide through the class period. It can also be an aid to him in developing tests or future lessons, and in situations where he is called upon to teach the same general content at some later date. Any substitute teacher will add that a good lesson plan is a welcome ray of hope in an otherwise gloomy assignment.

Unit Planning

The unit method of teaching has grown widely in acceptance as a basic part of the teaching process over the past quarter of a century. It is an attempt to systematize the classroom approach to subject matter by dividing it into meaningful, unified segments. A unit of study may generally be expected to take anywhere from one to five weeks of class time.

We have seen in the past few years a great number of developments in the area of unit planning by outside sources. An excellent example of this is the plans developed by the High School Geography Project, which include substantial amounts of material to be used by the teacher in approaching certain topical areas. Material of this kind, prepared by the most able scholars in the field, with time and resources at hand to provide for quality preparation of units, can be a valuable device for improving instruction and relieving the teacher's planning load. However, the need for the teacher to plan general course direction even when these prepared units are used, and to adapt them to specific class situations, still requires some long range planning on his part. It is also unlikely that every topic in every subject can ever be developed into a unit which will be acceptable to every teacher. Therefore, the need for the organization of materials into large, conceptually-related (unit size) segments still must be met by the conscientious teacher, even though the dimensions of the problem are being reduced. The discussion of unit planning which follows has application both in situations where the teacher is adapting prepared materials and where he is developing an original unit.

LESSON PLAN

DATE(S): Three day lesson from the unit on communication devices.

BEHAVIORAL OBJECTIVES: After this lesson the students should be able to identify symbols from examples in films, printed materials, and their own communication, and explain why they are used.

CONCEPT STATEMENT:

Symbolism is used to convey universal ideas or emotions in many forms.

Symbolism expresses the author's idea with more impact than if he simply stated his message.

We use symbolism in gestures and tone of voice as well as in many common expressions.

ACTIVITIES:

(Remember to get overhead projector)

Projection of Mauldin cartoon.

"Why Lincoln rather than, say, Calvin Coolidge?"

"What do you think Lincoln 'stands for' in this cartoon?"

"Do you ever make use of symbols to communicate your ideas?"

"Why does the author use the symbols he does in "The Scarlet Ibis?"

"Why do you suppose James Hurst picked the three sentences given on page 95 as keys to the story's meaning?"

ASSIGNMENT: Give first day of lesson.

"List examples of familiar symbols in your daily lives."

Example: barber pole, highway signs

Read "The Scarlet Ibis," pp. 87-95.

Watch for answer to these questions:

1. What symbols appear in the story?
2. What purpose do they serve?
3. Is the story any better as a result of the symbols used?

Discussion the third day of lesson.

SUMMARY STATEMENT:

"What are two characteristics that a symbol must have in order to be effective?"

"How could we use symbols to improve our own communication?"

COMMENTS OR EVALUATION OR LESSON:

Unit planning should, like lesson planning, be oriented to usability. It seems illogical to ask teachers to construct unit plans which are of no real value to them once they are written, or to prepare units in such detail that the teacher is too exhausted to use them by the time they are written. The main uses of the unit plan are in advance procurement and preparation of materials used in the unit, and as a general guide from which a continuity of lesson plans may be developed. Notice that the sample lesson plan on page 9 is drawn from the sample unit outline on page 12. The unit plan is also a valuable aid in the teacher's evaluation of class performance over an extended period of time, because it includes long range goals.

The expenditure of the teacher's energy in unit planning should not be overlooked here, since a teacher may use a dozen or more units for each class in the course of a year. The desirability of having highly detailed units which include large numbers of references and sources and detailed class activities is indisputable, but the time and energy a teacher who is busy teaching his classes has to expend in such planning is decidedly limited. Therefore, the usefulness of a unit plan must, at least in part, be judged by what its preparation takes out of the teacher. A suggestion then would be that a unit plan might very well be constructed in very brief form, following the same general headings as those outlined for the lesson plan. The behavioral objectives and the concept statement would of course be much broader and more general, since they would be accomplished over a period of weeks rather than in a period of a few days. This could be viewed as a unit outline to be completed in greater detail as time and study allow, and as use of the unit suggests.

Unit planning then would represent a process something like this: The teacher identified a significant segment of content into which he can build experiences leading to certain desirable behavioral outcomes. This content might be topical, as in a history unit on the Civil War; or it might be thematic, as in an English unit on "man's inhumanity to man." It might be sequential, as in the development of the necessary skill in working with signed numbers before a student can begin to do factoring problems.

It is possible to use the same form for the unit outline and the lesson plan with only minor modifications. Under the heading of activities, the unit planner might well want to include basic activities which would be pursued, or suggestions of class activities which would be of a long-term nature. Significant under this heading would be the inclusion of a list of materials which the teacher would propose to use in the unit, since it is necessary to plan these materials well in advance in order for them to be available at the time when they are to be used. Such materials as films, handouts, and materials which must be developed or obtained in advance before they can be used must be listed as a part of the unit outline. The assignments to be listed here would be only those assignments which would be of an extensive nature, as for example, the assignment of term papers or continuing group activities.

Under the heading of summary on the unit outline should be listed any culminating activity of the unit. Attention should be paid here, too, to the evaluative processes to be used in judging student achievement throughout the unit. The value to be given each assignment or activity toward the grade might well be listed in this section. This combined with the behavioral objectives for the unit enables the teacher to clearly outline his expectations to the class at the beginning of the unit if he wishes. Most conscientious students will agree that they find this approach unique but refreshing.

The unit outline fits well into the analogy of the lesson plan as a map if the unit outline is seen as a general plan for a long trip listing the main points of interest to be visited and the general outline of travel. The lesson plan, then, becomes the more specific map of one segment of the same trip. These two aids are a valuable guide in helping the teacher through his classroom odyssey.

UNIT OUTLINE

DATE(S): Four week unit on Communication devices (9th Grade).

BEHAVIORAL OBJECTIVES: When asked to choose among several written selections the student should be able to identify the one using the greatest style and clarity of language.
The student's written work should show increased use of figurative language and stylistic devices.

CONCEPT STATEMENT: The use of stylistic devices, including figurative language, adds variety to communication and allows the writer or speaker much wider range in expressing complex ideas or feelings.

ACTIVITIES:
Lessons on:
Symbolism - 3 days; figurative language - 4 days; figurative literary forms - 5 days; communication style - 5 days; review and testing - 3 days.
Materials:
Overlay of Mauldin cartoon - overhead projector
Handout sheets on common symbols and figures of speech
Collection of "mood" pictures
Film: "Symbolism in Literature" Sigma Education Films (color - 14 minutes)
Records: "Mark Twain - Episodes from Tom Sawyer" Caedmon
Recordings: "Fables from Aesop" Spoken Arts Recordings
Selections: Green, Essays for Modern Youth, New York, Globe Book Co. 1960
Class Text: Pooley, et al, Outlooks Through Literature, Glenview, Ill., Scott, Foresman; 1964.

ASSIGNMENT:
Teams of three will write a parable, allegory, or morality play on some modern theme of their choice. Best read to class.
Each student will write a personal essay or editorial on a school, community, or state issue, or on some contemporary teenage problem.

SUMMARY STATEMENT:
Culmination will include bulltein board display of mood pictures with selection titles given by class (up for last 5-8 days of unit), and presentation of selected student writings by groups or authors.

COMMENTS OR EVALUATION OF LESSON:
Values of unit activities:
Group production weight of 1
Essay or editorial weight of 2
Unit test weight of 2
Two graded homework assignments total weight of 1

LESSON PLAN
CRITIQUE SHEET

Name of Peer Teacher____________

	WEAK	STRONG
DATE(S):		
Is content appropriate to stated duration of lesson?	( )	( )
BEHAVIORAL OBJECTIVES:		
Stated in behavioral terms?	( )	( )
Appropriate behavioral expectation?	( )	( )
Evident in lesson presentation?	( )	( )
CONCEPT STATEMENT:		
General central ideas which the student can "take" home and use?	( )	( )
Evident in lesson presentation?	( )	( )
ACTIVITIES: (May include text reference, questions, examples, as well as general outline of activity)		
Related to behavioral objectives and materials which can be directly used in lesson presentation?	( )	( )
Appropriate for class level?	( )	( )
Provided concreteness?	( )	( )
Included higher order questions?	( )	( )
Included useable examples where appropriate?	( )	( )
ASSIGNMENT:		
Imaginative or interest stimulating?	( )	( )
Clearly stated, including date due, nature of expectation?	( )	( )
Study aids provided (e.g., questions, sample problems, "starters'?	( )	( )
SUMMARY STATEMENT:		
Related to behavioral objectives and concept?	( )	( )
Served to reinforce lesson material or stimulate work toward assignment?	( )	( )
COMMENTS OR EVALUATION OF LESSON:		
General effectiveness of lesson plan?	( )	( )
General effectiveness of presentation?	( )	( )

COMMENTS OR SUGGESTIONS:

MODULE: UNIT PLANNING

RATIONALE: The lesson plan is the basic building block in any instructional sequence. However, the competent professional teacher does not demonstrate his competence simply by producing a single superior lesson. Competence in teaching belongs to the individual who can develop a sequence of lesson plans which are highly integrated and aimed at developing more complex patterns of learning among the students.

This module is designed to assist you in the planning of instructional sequences which develop over a number of days and have more complex instructional objectives. These instructional sequences are called "units."

Before undertaking this module, you should have completed the module on lesson planning.

OBJECTIVES: When you have finished this module you will be able to do the following things:

1. Given an assignment to teach a brief (three day) unit of instruction in one of the cooperating schools, you will be able to develop a unit plan which meets with the approval of your practicum professor and your cooperating teachers.
2. You will be able to teach your lessons in the field with sufficient skill so that at least two thirds of your students achieve the minimum behavioral objectives you have specified as measured by a scheme of evaluation which has been developed before the beginning of instruction.

PRE-ASSESSMENT: There is no way to "test out" of this module.

ACTIVITIES:

1. Review the module on lesson planning. Pay special attention to the reading especially, Fraenkel, Helping Students Think and Value, pp. 333 - 396.
2. Select one of the cooperating schools in which you wish to teach a three day unit. Do not teach in the same school you used to complete your lesson planning module. Ordinarily, you will be expected to teach your lessons at another level as well. That is, if you completed your lesson planning module at a middle school, you should teach your unit in a high school. Consult with your practicum professor about your choice. He will help you in the following ways:
    a. He will brief you on the curriculum and materials in the school at the time of your proposed teaching. He will help you select the material for your unit which is consistent with the on-going teaching program in your chosen school.

b. He will assign you a "block of time" (from eight to five days) in the school. During this time you will teach your unit. Before you teach you will probably want to observe in the school and consult with the cooperating teachers there. The first day of this time block should, in any case, constitute a deadline for the preparation of a complete unit plan. Before reporting to the school, you should be fully prepared for teaching.

c. He will outline standards involved in the preparation of your unit plan. You will be required to work with another student who will serve as your "evaluator." This assignment will be made with the help of your practicum professor. You will probably want to include at least one lecture or highly "teacher centered" activity in your lesson. You may feel it necessary to rehearse this activity on video tape. Your practicum professor will schedule this session if you agree it is necessary.

3. Begin planning your lessons by searching the library and the curriculum resource center for materials. The curriculum resource center has some sample unit plans which you might wish to emulate. (Note: emulation is not the same thing as borrowing. This unit should be original with you.) In the library you should be sure to check on some of the highly indexed and centralized sources of information. For example:

   a. For professional information on cultural regions check the Human Relations Area Files.

   b. For a guide to units which might be available for "emulation" in the professional literature, consult the Educational Index.

   c. For information on matters of public policy, consult the Public Affairs Information Service Index.

   d. For experimental units sponsored by federal funds consult the library's Educational Research Information Center (ERIC) holdings.

   Ask the librarian for further assistance.

4. Your practicum professors will post a roster of unit topics, school assignments and assignments of evaluators on one of the class bulletin boards. Use this information to assemble some congenial colleagues for an idea session on your unit plans.

   You may want to invite your practicum professor to this session. You may also want to schedule such a session in one of the schools so that you may have the advice of a cooperating teacher.

5. Schedule an appointment with your practicum professor as you require help, advice or criticism. Be sure to specify the nature of your problem in making the appointment so that your professor will be prepared to help you.

6. Review the files of units, lesson plans and learning activity packages which have been completed by this and other practicum classes.

7. You will be required to plan your unit so that it includes the following activities:

   a. At some time in the unit you should have a lecture/demonstration or other teacher-centered activity.

   b. At some time in your unit you should have your pupils working in a small group mode.

   c. At some time in your unit you should develop a lesson using your questioning skills.

   d. At some time in your unit you should make an assignment.

   If you have completed the modules on Small group processes and activities, lecturing, and questioning, you should review them. If you have not finished these modules you should integrate them into this activity.

8. When you have completed your unit plan to your satisfaction, meet with your practicum professor for his discussion and evaluation. Your unit plan will be subjected to the same standards of evaluation which were developed in activity #17 of the module on lesson planning.

9. If you need to use the video tape machine, do so and show the completed tape to your practicum professor for his approval and criticism.

10. Take your unit into the school. Consult with your cooperating teacher, observe as required and then teach your unit.

    Your cooperating teacher will be especially alert to observe your ability to make independent evaluations of your own teaching. You should take the lead in the critique sessions following each lesson. He will also observe your skill in adjusting each lesson to respond to your experience on a given day. If you have a bad day of teaching during the unit, this will not necessarily be bad for your ultimate evaluation provided you show skill in responding to this experience.

    Reteach this unit as necessary to achieve a satisfactory performance.

ASSESSMENT: Post-assessment in this module consists of satisfactory performance on activities #8 and #10 above. Success on #8 is a prerequisite for entry to activity #10. All other activities are optional and may be completed as they assist in meeting the standards embodied in #8 and #10 above.

Congratulations. Successful completion of this portion of the module brings your competence to the "pre-professional" level. You are now cleared to enter student teaching. It is highly likely that you will have a considerable portion of the semester left when you reach this level. For you, the rest of the practicum will be highly individualized. Consult with your practicum professor to determine your program.

MODULE - WRITING OBJECTIVES

Rationale: There are two good reasons for spending the considerable amount of time you will be expected to spend perfecting your skill in writing learning objectives.

First of all, any person claiming to be a professional in any field who is not able to specify with some precision what he intends to accomplish with the people and the resources given into his care is not a professional at all. He is a fraud. One of the objectives of your practicum professors and your cooperating teachers --- and an objective you should share if you want public education to survive in our society --- is the reduction of the "fraud factor" in education.

Secondly, with properly stated objectives, all of the planning and evaluation of lessons and units which teachers are required to accomplish becomes far simpler. Despite resilient rumors to the contrary, one of the other objectives of your practicum professors and cooperating teachers is to make your life in the teaching profession as simple as possible. However, notice a point of semantics buried in the last sentence. You are not yet in the profession. Therefore, we have no remorse at all when it comes to complicating your life as a practicum student.

For the good of the profession, then, we have the module on writing objectives.

Objectives: Note the fearless consistency here. Even the module on writing objectives has its written objectives.

When you complete this module you should be able to:

1. Distinguish between learning objectives in the "cognitive domain" and those in the "affective domain."
2. Identify the six levels of the cognitive taxonomy by providing a brief description of each category and arranging the categories in their proper order.
3. Write objectives for daily lessons which will be planning in behavioral terms. You will write some objectives at each of the six levels of the cognitive taxonomy.

4. Write objectives in the affective domain which are in behavioral terms or which include some method for determining how the achievement of the objective will be determined.

Pre-Assessment:

You may "test out" of all or part of this module. In fact, some of you may find that this module merely repeats material you mastered in your course in Educational Psychology.

Contact your practicum professor for an examination which will demonstrate your competence in this module.

If you do manage to test out of this module, you should begin working on the module on "Lesson Planning" at once. In any case, in all of your planning of lessons in practicum and in student teaching you will be expected to write objectives with skill. If you do not accomplish this, your remediation will probably involve working on this module.

Activities:

1. Read Fraenkel, Helping Students Think and Value, Chapter I, pp. 1 - 45.

   Test your understanding of this material by completing the exercises provided by Fraenkel on pp. 45 - 51. Answers are found on pp. 397 - 398.

   Look at the beginning of each chapter in Fraenkel. Notice that he specifies his objectives. Notice the verbs that he uses in his objectives. Do these verbs symbolize, in every case, observable actions?

2. As you read Fraenkel, begin to add materials to your professional bibliography under the heading "Objectives." Continue to do this with other materials you will be reading.

3. Read Mager, Preparing Instructional Objectives. Copies of this book are available in the practicum room. Read the whole thing, it is short and important.

   You will notice that Mager's book is really a programmed self-pacing module on objective writing. You are advised to work your way through this book staying in the spirit of the book as intended by the author.

   Test your understanding of Mager's work by taking the "Self Test" on pp. 54-60.

4. Write objectives in the affective domain which are in behavioral terms or which include some method for determining how the achievement of the objective will be determined.

Pre-Assessment: You may "test out" of all or part of this module. In fact, some of you may find that this module merely repeats material you mastered in your course in Educational Psychology.

Contact your practicum professor for an examination which will demonstrate your competence in this module.

If you do manage to test out of this module, you should begin working on the module on "Lesson Planning" at once. In any case, in all of your planning of lessons in practicum and in student teaching you will be expected to write objectives with skill. If you do not accomplish this, your remediation will probably involve working on this module.

Activities:

1. Read the first three chapters of Behavioral Objectives (SRA) by Paul Plowman available from your practicum instructor. Test Your understanding of the material by answering the discussion questions and activities at the end of each section (most answers are in the book).

2. As you read, begin to add materials to your professional bibliography under the heading "Objectives." Continue to do this with other materials you will be reading.

3. Read Mager, Preparing Instructional Objectives. Copies of this book are available. Read the whole thing, it is short and important.

   You will notice that Mager's book is really a programmed self-pacing module on objective writing. You are advised to work your way through this book staying in the spirit of the book as intended by the author.

   Test your understanding of Mager's work by taking the "Self Test" on pp. 54-60

Activities: (continued)

4. Listen to the cassette tape recording of Behavioral Objectives in Education, Educational Technology Audio Tape Series B, 1971.

   This tape is available in the Curriculum Resources Center. (Dr. 1, #11).

5. Read Mager, Developing Attitude Toward Learning.

   This short pamphlet is concerned with writing behavioral objectives in the affective domain.

6. After reading some of this material you may feel a need to review some of the material which is essential background knowledge in this area. Consider the following materials which are on reserve in the library.

   a. Bloom, et. al, eds., Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain.

   b. Krathwohl, et. al., eds., Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain.

   c. Gronlund, Stating Behavioral Objectives For Classroom Instruction.

7. During the second week of class you will have (or you will have had) the chance to visit the schools we will be working with during this practicum. As a result of these visits you will have a chance to collect and develop a substantial stash of lesson plans.

   Look at the Objectives of these lesson plans. Classify the objectives into the following categories.

   Which objectives are in the cognitive domain?
   Which are in the affective domain?

   Which objectives are stated in "behavioral terms?"
   Which are not?

   Look at those objectives in the cognitive domain.

   Which are at the knowledge level?
   Which are at the comprehensive level?
   Which are at the application level?
   Which are at the analysis level?
   Which are at the synthesis level?
   Which are at the evaluation level?

Activities: (continued)

You might repeat this process of analysis and comparison using:

1. The objectives for the modules in practicum
2. The objectives for lessons developed by your peers.
3. The objectives in Fraenkel, Helping Students Think and Value.

8. Schedule a small group discussion for those students who wish to talk about the lessons observed in the field with your colleagues.

   You may or may not wish to include your practicum professor in the discussion.

9. Return to one of the schools and discuss objectives with one of the cooperating teachers.

   Unless you are sure your visit would not be disruptive of the teacher's activities, it is suggested you make an appointment. Your practicum professor can help you contact the teacher or you may do this yourself.

10. Attached to this module you will find a set of activities and outlines on the subject of behavioral objectives.

    You should read these. You may wish to complete the written exercises.

11. At any point in this module you should feel free to schedule any sort of activity with your practicum professors which you feel would help you with your problems or facilitate your learning.

    In addition to individual and small-group activities, you might want to request a lecture-demonstration or workshop on topics relating teaching objectives.

    Here are some topics of special interest and concern which you might request:

    a. Behavioral Objectives and Social Science Concepts.
    b. Writing Objectives in the Affective Domain.
    c. Writing Objectives and Developing Thinking Skills.
    d. Writing Objectives at the Higher Levels of the Taxonomy.

    You are not bound by this list in any way. It merely hints at the range of euridition, suppleness of mind and flexibility of response you can expect to find with your practicum professors.

Post-Assessment:

1. Sooner or later you will feel reasonably well oriented to the idea of writing objectives in behavioral terms. When you have reached this point, contact your practicum professor about an examination. You can expect the examination to be very close to the written exercises in activities: #1, #3, and #10.

   There will also be some activities asking you to classify objectives along the dimensions suggested in activity #7.

   When you complete the written portion of the examination, bring it to your practicum professor for evaluation.

2. Beginning with activity #11 in the Lesson Planning Module, you will be asked to write objectives for lessons, units and Learning Activity Packages which you will be teaching.

   Each of these tasks constitutes an evaluation of your skill in this area. You should do this enough times before the end of the semester to bring your level of skill in this module to the pre-professional level.

   You will be keeping copies of all the lessons and sets of objectives you teach this year. You should plan these lessons so that they include some objectives in both the affective and the cognitive domain. Within the cognitive domain, you should have at least one objective at each level of the taxonomy. In the final evaluation session, your professor will inventory your lesson plans seeking this data.

WORKING OUT BEHAVIORAL OBJECTIVES

By Joan Tomlinson

The purpose of a behavioral objective is to make clear to teachers, students and other interested persons what it is that needs to be taught--or what it is that has been taught.

A well-written behavioral objective should say three things. It should say (1) what it is that a student who has mastered the objective will be able to do. It should say (2) under what conditions the student will be able to do this. It should say (when appropriate) (3) to what extent the student will be able to do this. To put the matter in a single sentence, a well-written behavioral objective should specify under what conditions and (when appropriate) to what extent a certain kind of student performance can be expected to take place.

Which one of the following two statements is expressed in terms of observable student performance?

A. The student will have a good understanding of the letters of the alphabet, A through Z.

B. The student will be able to pronounce the names of the letters of this alphabet, A through Z.

From the following pair of statements which is expressed in terms of observable student performance.

A. The student will have an adequate comprehension of the mechanics of punctuation.

B. Given a sentence containing an error in punctuation, the student will correct the mistake.

Another example of a behavioral objective might read as follows:

> Given ten pairs of short prose passages--each pair having one selection by Earnest Hemingway and one by a different author--the student should be able with at least 90% accuracy to choose the ten selections written by Hemingway.

The above example suggests what the student should be able to do.

Of the following two statements, which one sets forth the conditions under which a certain kind of performance is to take place.

A. Given the Dolch list of the nine-five most common nouns, the students should be able to pronounce correctly all the words on this list.

B. The student will be able to pronounce correctly at least 90% of all words found in most beginning reading books.

We come now to the matter of performance level. A well-written statement of performance will establish an acceptable minimum standard of achievement. Look at this statement:

> Given twenty sentences containing both common and proper nouns, the student should be able to identify with very few mistakes both kinds of nouns.

Does this statement establish a minimum standard of achievement? How does this statement compare with the Hemingway exercise discussed earlier?

Does the following example establish a minimum standard of achievement?

> The student should be able to pronounce from memory and in sequence the names of the letters of the alphabet, A through Z.

To make the statement more explicit, the above statement could be reworded this way:

> The student should be able to pronounce from memory in sequence and with 100% accuracy the names of the letters of the alphabet, A through Z.

A well-written behavioral objective will suggest how its accomplishment can be measured.

Look at this objective:

> The student should know the alphabet.

Does this objective suggest how its accomplishment can be measured?

We may elaborate upon the objective so that it reads:

> Shown the letters of the alphabet in random order (in both upper and lower case form) the student should be able to say the name of each letter with 100% accuracy.

Does this objective now suggest how its accomplishment can be measured?

In summary, a well-written behavioral objective should state (1) what the learner will be doing, (2) what conditions will be imposed, (3) the extent to which a certain kind of student performance can be expected to take place.

Enclosure #2, Module on Writing Objectives

STATING BEHAVIORAL OBJECTIVES

By Joan Tomlinson

Three Characteristics of A Good Behavioral Objective

A. Sets the situation

Examples

1. On an outline map of the U.S..............
2. In a problem-solving discussion.............
3. On a multiple choice test item................
4. In dramatic play.................

B. Defines the behavior in observable terms

Examples

1. On an outline map of the U.S., the child will locate the Mississippi River by coloring it blue.
2. In a problem solving discussion, the child will state at least three ways the pioneers procured food from the natural resources of the region.
3. On a multiple choice test item, the child will underline at least the six occupations which the Plymouth Colonists engaged in for economic reasons from a list of twenty.
4. In dramatic play, the child will demonstrate the role of the workers in the banana house by 1) taking bananas from the ripening room; 2) taking the stalk from the rotating bar; 3) cutting the stalk into hands; 4) packing the hands into newspaper strips in cardboard boxes.

C. Defines the level of criterion performance. (the minimum level for success)

Examples

1. On an outline map, the child will correctly label at least three pioneer routes to the Far West.
2. In a problem-solving discussion, the child will orally state at least three reasons why bananas are kept at cool temperatures before they are sent out to markets.
3. On a multiple choice test item, the child will choose at least five jobs the pilot must attend to before taking off from the airport.
4. In dramatic play, the child will correctly play at least 3 roles of the tugboat captain by 1) waiting for orders from the Tugboat dispatcher; 2) going to the ships; 3) directing the pushing and pulling of the freighter to the dock; 4) moving designated harbor channels under supervision of the pilot.

Practice Sheet

Are These Behaviorally Stated Objectives???

1. The child will know how to read a map.
2. The child will understand the importance of the community to the individual.
3. The child will identify and locate on a map at least four rivers which were important to the pioneers who traveled the Oregon Trail.
4. The child will describe four ways in which Japan has made progress in providing health services for the people.
5. The child will really understand the cause of thunder.
6. The child will grasp the significance of the Civil War.
7. After a field trip to the Los Angeles Civic Center, the child will orally state in a discussion six functions which were carried on at the city hall.
8. In dramatic play, the child will correctly portray at least 4 roles in sequence of the captain of the wagon train by 1) breaking camp in the morning; 2) lining up the wagons in order; 3) giving the command to begin; 4) selecting a lunch site; 5) selecting a campsite.
9. The child will enjoy taking responsibility in group play.
10. After a trip to the bakery, the child, in a discussion, will understand the relationship between the consumer and producer in the community.
11. On a multiple choice test, the child will select at least six activities from a list of ten which are typical of the daily life in a Mexican home.

Objectives from the Cognitive Domain

Emphasis--Social Studies

1. On an outline map, the child will correctly label at least 3 pioneer routes to the Far West. (Knowledge)
2. In a multiple choice test item, the child will choose at least five jobs the pilot must attend to before taking off from the airport. (Knowledge)
3. From observations from a walking tour through the community, the child will classify (categorize), in a discussion, the different services provided in the community as to how they help the family--food, clothing, health safety. (Knowledge)
4. From observations, films and research, the child will state orally in a discussion how the jobs of people in the community are alike and different using at least three jobs as examples. (Comprehension: Comparison)
5. In a discussion, the child will state orally the main three resources in our state and compare them with those in other states. (Comprehension: Contrast)
6. On a written test, the child will write the three major differences between homes in colonial times and those of the present. (Comprehension: Contrast)
7. In a discussion, the child will state orally five reasons why Japan has become a leading industrial nation. (Comprehension: Interpretation)
8. From observations and study of the family life in an Indian village, the child, in a discussion, will predict the jobs of at least four members of the family in the cities in India.(Application: Prediction)
9. In discussion, the child will state five ways that he will find out whether his predictions are true about the families in the cities of India. (Application: Verifying)
10. After an observation from a field trip to the farm, the child will orally state in discussion the (all) steps in producing milk. (Analyzing)
11. After discussion and observation of the school plant, on a floor map the child will draw all buildings, labeling the principal's office, secretary's office, cafeteria, music room, library, restrooms, playground, nurse's office, custodian's office, book room, and bus stop, plus his classroom. (Synthesis)
12. In a written examination, the child will state the criteria and use it to judge the value of a floor map in showing the school layout as compared to a table map. (Evaluation)

WORKSHEET ON WRITING INSTRUCTIONAL OBJECTIVES

By Clement Hasenfus

An instructional objectives includes three major parts:

I. The conditions in which observable behavior will occur;

II. The behavior to be demonstrated by the learner;

III. The acceptable standard of achievement.

Therefore:

If a teacher wants to teach the idea of using a library card catalog to identify books, the parts of one instructional objective might be:

(Conditions)	I.	Given a topic and access to the card catalog for a 30 minute period.
(Behavior)	II.	To locate and write the author, title and reference number of books
(Standards)	III.	At least 10 books by at least 6 different authors.

Written as one statement, this instructional objective would be:

"Given a teacher-selected topic, and access to a card catalog for 30 minutes, the student is able to locate at least 10 books on the topic by at least six different authors, and write the author, title, and catalog number of each book listed."

Now you try one.

Take the learnable idea: "The student is able to use the Periodical Index."

Write the three parts of an instructional objective which would indicate to you the student has learned this idea:

(Conditions) I. ______________________________

(Behavior) II. ______________________________

(Standards) III. ______________________________

Now -- Write one statement which includes the three ideas listed above:

____

____

____

____

____

____

For the last part of this worksheet, take a learnable idea from _your_ area, and write the three parts and the final statement.

Idea: ____

____

(Conditions) I. ________________________________

____

____

(Behavior) II. ________________________________

____

____

(Standard) III. ________________________________

____

____

Instructional Objective:

____

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Enclosure #4 to Module on Writing Objectives.

Here is the terminal behavior implied by the objectives in our Module on Writing Objectives. Can you do it?

Given a topic appropriate for secondary Social Studies education, the student will be able to do the following:

(1) write behavioral objectives at the six levels of the cognitive taxonomy;

(2) write at least four affective objectives, stating the objectives in behavioral terms and/or indicating some possible ways by which accomplishment of the objectives can be evaluated.

Topic____

Cognitive Objectives:

Knowledge -

Comprehension -

Application -

Analysis -

Synthesis -

Evaluation -

Affective Objectives

1.

2.

3.

4.

CONDENSED VERSION OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES

Benjamin S. Bloom - David R. Krathwohl

Knowledge

1.00 Knowledge

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material. Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

1.10 Knowledge of Specifics

The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

1.11 Knowledge of Terminology

Knowledge of the referents for specific symbols (verbal and non-verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

* To define technical terms by giving their attributes, properties, or relations.
* Familiarity with a large number of words in their common range of meanings.

1.12 Knowledge of Specific Facts

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

* The recall of major facts about particular cultures.
* The possesion of a mininum knowledge about the organisms studied in the laboratory.

From Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain, by B. S. Bloom and D. R. Krathwohl, 1956, pp. 201-207. Used by permission of David McKay Company, Inc.

* Illustrative educational objectives selected from the literature.

1.20 Knowledge of Ways and Means of Dealing with Specifics

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1.21 Knowledge of Conventions

Knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem

* Familiarity with the forms and conventions of the major types of works, e.g., verse, plays, scientific papers, etc.
* To make pupils conscious of correct form and usage in speech and writing.

1.22 Knowledge of Trends and Sequences

Knowledge of the processes, directions and movements of phenomena with respect to time.

* Understanding of the continuity and development of American culture as exemplified in American life.
* Knowledge of the basic trends underlying the development of public assistance programs.

1.23 Knowledge of Classifications and Categories

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

* To recognize the area encompassed by various kinds of problems or materials.
* Becoming familiar with a range of types of literature.

1.24 Knowledge of Criteria

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

* Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read.
* Knowledge of criteria for the evaluation of recreational activities.

1.25 Knowledge of Methodology

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

* Knowledge of scientific methods for evaluating health concepts.
* The student shall know the methods of attack relevant to the kinds of problems of concern to the social sciences.

1.30 Knowledge of the Universals and Abstractions in a Field

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

1.31. Knowledge of Principles and Generalizations

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

* Knowledge of the important principles by which our experience with biological phenomena is summarized.
* The recall of major generalizations about particular cultures.

1.32 Knowledge of Theories and Structures

Knowledge of the body of principles and generalization together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenon, problem, or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

* The recall of major theories about particular cultures.
* Knowledge of a relatively complete formulation of the theory of evolution.

Intellectual Abilities and Skills

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge.

Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with the problem and the materials are required. The abilities and skills objectives emphasize the mental processes of organizing and reorganizing materials to achieve a particular purpose. The materials may be given or remembered.

2.00 Comprehension

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 Translation

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or form of communication to another. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

* The ability to understand non-literal statements (metaphor, symbolism, irony, exaggeration).
* Skill in translating mathematical verbal material into symbolic statements and vice versa.

2.20 Interpretation

The explanation or summarization of a communication. Whereas translation involves an objective part-for-part rendering of a communication, interpretation involves a reordering, rearrangement, or a new view of the material.

* The ability to grasp the thought of the work as a whole at any desired level of generality.
* The ability to interpret various types of social data.

2.30 Extrapolation

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc, which are in accordance with the conditions described in the original communication.

* The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements.
* Skill in predicting continuation of trends.

3.00 Application

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

* Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.
* The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

4.00 Analysis

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

4.10 Analysis of Elements

Identification of the elements included in a communication.

* The ability to recognize unstated assumptions.
* Skill in distinguishing facts from hypotheses.

4.20 Analyses of Relationships

The connections and interactions between elements and parts of a communication..

* Ability to check the consistency of hypotheses with given information and assumptions.
* Skill in comprehending the interrelationships among the ideas in a passage

4.30 Analysis of Organizational Principles

The organization systematic arrangement, and structure which hold the communication together. This includes the "explicit" as well as "implicit" structure. It includes the bases, necessary arrangement, and the mechanics which make the communication a unit.

* The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning.
* Ability to recognize the general techniques used in persuasive materials, such as advertising, propaganda, etc.

5.00 Synthesis

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

5.10 Production of a Unique Communication

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.

* Skill in writing, using an excellent organization of ideas and statements.
* Ability to tell a personal experience effectively.

5.20 Production of a Plan, or Proposed Set of Operations

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.

* Ability to propose ways of testing hypotheses.
* Ability to plan a unit of instruction for a particular teaching situation.

5.30 Derivation of a Set of Abstract Relations

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

* Ability to formulate appropriate hypotheses based upoon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.
*. Ability to make mathematical discoveries and generalizations.

6.00 Evaluation

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6.10 Judgments in Terms of Internal Evidence

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

* Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.
* The ability to indicate logical fallacies in arguments.

6.20 Judgments in Terms of External Criteria

Evaluation of material with reference to selected or remembered criteria.

* The comparison of major theories, generalizations, and facts about particular cultures.
* Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other works of recognized excellence.

A CONDENSED VERSION OF THE AFFECTIVE DOMAIN
OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES

David R. Krathwohl - Benjamin S. Bloom - Bertram B. Masia

1.0 Receiving (Attending)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them. This is clearly the first and crucial step if the learner is to be properly oriented to learn what the teacher intends that he will. To indicate that this is the bottom rung of the ladder, however, is not at all to imply that the teacher is starting de novo. Because of previous experience (formal or informal), the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him.

The category of Receiving has been divided into three subcategories to indicate three different levels of attending to phenomena. While the division points between the subcategories are arbitrary, the subcategories do represent a continuum. From an extremely passive position or role on the part of the learner, where the sole responsibility for the evocation of the behavior rests with the teacher--that is, the responsibility rests with him for "capturing" the student's attention--the continuum extends to a point at which the learner directs his attention, at least at a semiconscious level, toward the preferred stimuli.

1.1 Awareness

Awareness is almost a cognitive behavior. But unlike Knowledge, the lowest level of the cognitive domain, we are not so much concerned with a memory of, or ability to recall, an item or fact as we are that, given appropriate opportunity, the learner will merely be conscious of something--that he take into account a situation, phenomenon, object, or stage of affairs. Like Knowledge it does not imply an assessment of the qualities or nature of the stimulus, but unlike Knowledge it does not necessarily imply attention. There can be simple awareness without specific discrimination or recognition of the objective characteristics of the object, even though these characteristics must be deemed to have an effect. The individual may not be able to verbalize the aspects of the stimulus which cause the awareness.

Develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art, and the like.
Develops some consciousness of color, form, arrangement, and design in the objects and structures around him and in descriptive or symbolic representations of people, things, and situations.[1]

1.2 Willingness to Receive

In this category we have come a step up the ladder but are still dealing with what appears to be cognitive behavior. At a minimum level, we are here describing the behavior of being willing to tolerate a given stimulus, not to avoid it. Like Awareness, it involves a neutrality or suspended judgment toward the stimulus.

From Taxonomy of Educational Objectives: Handbook II, The Affective Domain, by D. R. Krathwohl, B. S. Bloom, and B. B. Masia, 1964, pp. 176-185. Used by permission of David McKay Company, Inc.

[1] Illustrative objectives selected from the literature follow the description of each subcategory.

At this level of the continuum the teacher is not concerned that the student seek it out, nor even, perhaps, that in an environment crowded with many other stimuli the learner will necessarily attend to the stimulus. Rather, at worst, given the opportunity to attend in a field with relatively few competing stimuli, the learner is not actively seeking to avoid it. At best, he is willing to take notice of the phenomenon and give it his attention.

Attends (carefully) when others speak--in direct conversation, on the telephone, in audiences.
Appreciation (tolerance) of cultural patterns exhibited by individuals from other groups--religious, social, political, economic, national, etc.
Increase in sensitivity to human need and pressing social problems.

1.3 Controlled or Selected Attention

At a somewhat higher level we are concerned with a new phenomenon, the differentiation of a given stimulus into figure and ground at a conscious or perhaps semiconscious level--the differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. The perception is still without tension or assessment, and the student may not know the technical terms or symbols with which to describe it correctly or precisely to others. In some instances it may refer not so much to the selectivity of attention as to the control of attention, so that when certain stimuli are present they will be attended to. There is an element of the learner's controlling the attention here, so that the favored stimulus is selected and attended to despite competing and distracting stimuli.

Listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect.
Alertness toward human values and judgments on life as they are recorded in literature.

2.0 Responding

At this level we are concerned with responses which go beyond merely attending to the phenomenon. The student is sufficiently motivated that he is not just 1.2 Willing to attend, but perhaps it is correct to say that he is actively attending. As a first stage in a "learning by doing" process the student is committing himself in some small measure to the phenomena involved. This is a very low level of commitment, and we would not say at this level that this was "a value of his" or that he had "such and such an attitude." These terms belong to the next higher level that we describe. But we could say that he is doing something with or about the phenomenon besides merely perceiving it, as would be true at the next level below this of 1.3 Controlled or selected attention.

This is the category that many teachers will find best describes their "interest" objectives. Most commonly we use the term to indicate the desire that a child become sufficiently involved in or committed to a subject, phenomenon, or activity that he will seek it out and gain satisfaction from working with it or engaging in it.

2.1 Acquiescence in Responding

We might use the word "obedience" or "compliance" to describe this behavior. As both of these terms indicate, there is a passiveness so far as the initiation of the behavior is concerned, and the stimulus calling for this behavior is not subtle. Compliance is perhaps a better term than obedience, since there is more of the element of reaction to a suggestion and less of the implication of resistance or yielding unwillingly. The student makes the response, but he has not fully accepted the necessity for doing so.

Willingness to comply with health regulations.
Obeys the playground regulations.

2.2 Willingness to Respond

This key to this level is in the term "willingness," with its implication of capacity for voluntary activity. There is the implication that the learner is sufficiently committed to exhibiting the behavior that he does so not just because of a fear of punishment, but "on his own" or voluntarily. It may help to note that the element of resistance or of yielding unwillingly, which is possible present at the previous level, is here replaced with consent or proceeding from one's own choice.

Acquaints himself with significant current issues in international, political, social, and economic affairs through voluntary reading and discussion.
Acceptance of responsibility for his own health and for the protection of the health of others.

2.3 Satisfaction in Response

The additional element in the step beyond the Willingness to respond level, the consent, the assent to responding, or the voluntary response, is that the behavior is accompanied by a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment. The location of this category in the hierarchy has given us a great deal of difficulty. Just where in the process of internalization the attachment of an emotional response, kick, or thrill to a behavior occurs has been hard to determine. For that matter there is some uncertainty as to whether the level of internalization at which it occurs may not depend on the particular behavior. We have even questioned whether it should be a category. If our structure is to be a hierarchy, then each category should include the behavior in the next level below it. The emotional component appears gradually through the range of internalization categories. The attempt to specify a given position in the hierarchy as the one at which the emotional component is added is doomed to failure.

The category is arbitrarily placed at this point in the hierarchy where it seems to appear most frequently and where it is cited as or appears to be an important component of the objectives at this level on the continuum. The category's inclusion at this point serves the pragmatic purpose of reminding us of the presence of the emotional component and its value in the building of affective behaviors. But it should not be thought of as appearing and occuring at this one point in the continuum and thus destroying the hierarchy which we are attempting to build.

Enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment.
Finds pleasure in reading for recreation.
Takes pleasure in conversing with many different kinds of people.

3.0 Valuing

This is the only category headed by a term which is in common use in the expression of objectives by teachers. Further, it is employed in its usual sense: that a thing, phenomenon, or behavior has worth. This abstract concept of worth is in part a result of the individual's own valuing or assessment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth.

Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At this level, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal, values. Viewed from another standpoint, the objectives classified here are the prime stuff from which the conscience of the individual is developed into active control of behavior.

This category will be found appropriate for many objectives that use the term "attitude" (as well as, of course, "value").

An important element of behavior characterized by Valuing is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

3.1 Acceptance of a Value

At this level we are concerned with the ascribing of worth to a phenomenon, behavior, object, etc. Ther term "belief," which is defined as "the emotional acceptance of a proposition or doctrine upon what one implicitly considers adquate ground" (English and English, 1958, p. 64), describes quite well what may be thought of as the dominant characteristic here. Beliefs have varying degrees of certitude. At this lowest level of Valuing we are concerned with the lowest levels of certainty; that is, there is more of a readiness ot re-evaluate one's position than at the higher levels. It is a position that is somewhat tentative.

One of the distinguishing characteristics of this behavior is consistency of response to the class of objects, phenomena, etc. with which the belief or attitude is identified. It is consistent enough so that the person is perceived by others as holding the belief or value. At the level we are describing here, he is both sufficiently consistent that others can identify the value, and sufficiently committed that he is willing to be so identified.

Continuing desire to develop the ability to speak and write effectively.
Grows in his sense of kinship with human beings of all nations.

3.2 Preference for a Value

The provision for this subdivision arose out of a feeling that there were objectives that expressed a level of internalization between the mere acceptance of a value and commitment or conviction in the usual connotation of deep involvement in an area. Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it.

Assumes responsibility for drawing reticent members of a group into conversation.
Deliberately examines a variety of viewpoint on controversial issues with a view to forming opinions about them.
Actively participates in arranging for the showing of contemporary artistic efforts.

3.3 Commitment

Belief at this level involves a high degree of certainty. The ideas of "conviction" and "certainty beyond a shadow of a doubt" help to convey further the level of behavior intended. In some instances this may border on faith, in the sense of it being a firm emotional acceptance of a belief upon admittedly non-rational grounds. Loyalty to a position, group, or cause would also be classified here.

The person who displays behavior at this level is clearly perceived as holding the value. He acts to further the thing valued in some way, to extend the possibility of his developing it, to deepen his involvement with it and with the things represeting it. He tries to convince others and seeks converts to his cause. There is a tension here which needs to be satisfied; action is the result of an aroused need or drive. There is a real motivation to act out the behavior.

Devotion to those ideas and ideals which are the foundation of democracy.
Faith in the power of reason and in methods of experiment and discussion.

4.0 Organization

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and (c) the establishment of the dominant and pervasive ones. Such a system is built gradually, subject to change as new values are incorporated. This category is intended as the proper classification for objectives which describe the beginnings of the building of a value system. It is subdivided into two levels, since a prerequisite to interrelating is the conceptualization of the value in a form which permits organization. Conceptualization forms the first subdivision in the organization process, Organization of a value system the second.

While the order of the two subcategories seems appropriate enough with reference to one another, it is not so certain that 4.1 Conceptualization of a value is properly placed as the next level above 3.3 Commitment. Conceptualization undoubtedly begins at an earlier level for some objectives. Like 2.3 Satisfaction in response, it is doubtful that a single completely satisfactory location for this category can be found. Positioning it before 4.2 Organization of a value system appropriately indicates a prerequisite of such a system. It also calls attention to a component of affective growth that occurs at least by this point on the continuum but may begin earlier.

4.1 Conceptualization of a Value

In the previous category, 3.0 Valuing, we noted that consistency and stability are integral characteristics of the particular value or belief. At this level (4.1) the quality of abstraction or conceptualization is added. This permits the individual to see how the value relates to those that he already holds or to new ones that he is coming to hold.

Conceptualization will be abstract, and in this sense it will be symbolic. But the symbols need not be verbal symbols. Whether conceptualization first appears at this point on the affective continuum is a moot point, as noted above.

> Attempts to identify the characteristics of an art object which he admires.
> Forms judgments as to the responsibility of society for conserving human and material resources.

4.2 Organization of a Value System

Objectives properly classified here are those which require the learner to bring together a complex of values, possible disparate values, and to bring these into an ordered relationship with one another. Ideally, the ordered relationship will be one which is harmonious and internally consistent. This is, of course, the goal of such objectives, which seek to have the student formulate a philosophy of life. In actuality, the integration may be something less than entirely harmonious. More likely the relationship is better described as a kind of dynamic equilibrium which is, in part, dependent upon those portions of the environment which are salient at any point in time. In many instances the organization of values may result in their synthesis into a new value or value complex of a higher order.

> Weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups.
> Develops a plan for regulating his rest in accordance with the demands of his activities.

5.0 Characterization by a Value or Value Complex

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challanged.

The individual acts consistently in accordance with the values he has internalized at this level, and our concern is to indicate two things: (a) the generalization of this control to so much of the individual's behavior that he is described and characterized as a person by these pervasive controlling tendencies, and (b) the integration of these beliefs, ideas, and attitudes into a total philosophy or world view. These two aspects constitute the subcategories.

5.1 Generalized Set

The generalized set is that which gives an internal consistency to the system of attitudes and values at any particular moment. It is selective responding at a very high level. It is sometimes spoken of as a determining tendency, an orientation toward phenomena, or a predisposition to act in a certain way. The generalized phenomena. It is a persistent and consistent response to a family of related situations or objects. It may often be an unconscious set which guides action without conscious forethought. The generalized set may be thought of as closely related to the idea of an attitude cluster, where the commonality is based on behavioral characteristics rather than the subject or object of the attitude. A generalized set is a basic orientation which enables the individual to reduce and order the complex world about him and to act consistently and effectively in it.

Readiness to revise judgments and to change behavior in the light of evidence.
Judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking.

5.2 Characterization

This, the peak of the internalization process, includes those objectives which are broadest with respect both to the phenomena covered and to the range of behavior which they comprise. Thus, here are found those objectives which concern one's view of the universe, one's philosophy of life, one's Weltanschauung--a value system having as its object the whole of what is known or knowable.

Objectives categorized here are more than generalized sets in the sense that they involve a greater inclusiveness and, within the group of attitudes, behaviors, beliefs, or ideas, an emphasis on internal consistency. Though this internal consistency may not always be exhibited behaviorally by the students toward whom the objective is directed, since we are categorizing teachers' objectives, this consistency feature will always be a component of Characterization objectives.

As the title of the category implies, these objectives are so encompassing that they tend to characterize the individual almost completely.

Develops for regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.
Develops a consistent philosophy of life.

MODULE - QUESTIONING

Rationale: One of the most important skills in the repertoire of the teacher is that of asking questions. It is important for the beginning teacher to be familiar with several types of questions and also to know when and how to use them.

Almost all learning is based on what is already known. The technique of questioning can be most helpful in developing this base of knowledge in support of the objectives of a lesson.

The technique of questioning is also extremely helpful in stimulating the students to creative thought and leading students to seek and discover things for themselves by applying past knowledge to new situations.

Of course, questioning can be misused by the unskilled teacher bringing confusion and drift to otherwise well-organized lessons.

Objectives: When you have completed this module you will be able to:

1. Identify and distinquish between various levels of questions through obsevation of a lesson in progress or review of a lesson on audio tape or typescript.

2. Formulate questions at all levels of difficulty when planning activities for a lesson.

3. Achieve the objectives of a lesson which you have planned through the use of questions.

Pre-Assessment: Experience has shown that skills in questioning is extremely difficult to acquire, needs constant reinforcement when acquired and pay the highest dividends for the teacher when mastered. For this reason, there is no pre-assessment for this module. In fact, after the module is completed, you will need to be especially careful in using what you have achieved in this module as you plan and carry out lessons.

Activities:

1. Study enclosure one and two attached to this module.

2. Read the Manual, *Questioning Skills* (orange book) which is part of the series, *Teaching Skills for Elementary and Secondary School Teachers*.

This manual is available in the practicum room, Gaige 111E.

3. View the four films on Questioning Skills which go with the manual mentioned in activity #2. These films are available in the Curriculum Resources Center. The films are:

   a. *Fluency in Asking Questions* II-1s.
   b. *Probing Questions*. II-2s.
   c. *Higher Order Questions*. II-3s.
   d. *Divergent Questions*. II-4s.

Since this involves a lot of film watching, you might wish to include the films in the "Set and Closure" Module as well. You might also want to accomplish this in conjunction with your work on the A-V Proficiency Module.

4. Review, Fraenkel, *Helping Students Think & Value* pp.176-183.

Notice that Fraenkel uses a more elaborate set of categories for discussing questions than the other materials in this lesson. For purposes of this module, we will use the more basic set of categories. We think that Fraenkel's work is useful background for you in planning the use of questions in your teaching.

5. If you want further written material on questioning, consult the following books which are on reserve in the library.

   a. Hunkins, *Questioning Strategies and Techniques*.
   b. Proctor, *Techniques, Notes, Tips for Teachers. Foremen, Supervisors, Directors*.
   c. Kenworthy, *Social Studies for the Seventies*.
   d. Sanders, *Classroom Questions, What Kind*?

6. Enclosure three to this module is a series of dialogues taken from social studies classes in which the teacher was developing his lessons through the use of questions. Read the dialogues and classify the questions according to the categories above.

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1. Study enclosure one and two attached to this module.

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    d. Sanders, Classroom Questions, What Kind?

5. Enclosure three to this module is a series of dialogues taken from social studies classes in which the teacher was developing his lessons through the use of questions. Read the dialogues and classify the questions according to the categories above.

Activities: 7. Select one student from one of the teaching centers. In personal conference with this student and with his teacher determine an area of the curriculum with which this student needs assistence.

Develop an informal lesson for the benefit of this student. Develop a pattern of questioning which aids this student and furthers your lesson objectives using an array of questions. This should last at least ten minutes and no more than fifteen minutes. Tape record this lesson using an audio cassette.

NOTE: This should be part of laboratory experience #2.

Post-Assessment: Bring your tape recording to your practicum professor. He will evaluate your efforts from this evidence.

Using Questions in Teaching

Hugh Baird

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INTRODUCTION

The following pages are written to help you achieve the following objective: At the conclusion of this lesson you will be able to actively involve your class members in a meaningful class discussion through the effective application of four questioning skills.

The materials are written here for your study before you "Use Questions in Teaching." Your learning during that lesson will be greater if you study these materials.

The skills to be mastered in this lesson are straightforward and easily understood.

In many classrooms, the usual discussion pattern is of the teacher-question--student-answer, teacher-question--student-answer variety. While the teacher may find this type of discussion convenient to plan for and control, it does little to encourage creative thinking or meaningful dialogue regarding discussion topics. Research also shows that teachers tend to talk too much during a discussion period, thus giving less opportunity for student ideas or opinions to be expressed and discussions to become meaningful to students.

There are several specific practices you may employ to encourage greater pupil involvement while changing the nature of your own participation in classroom discussions. Although you will learn of four techniques in this lesson, you will not be told when to use them. Obviously, all of the techniques need not be used continuously.

REDIRECTION

One approach in the proper use of questions is redirection. Its use requires that the teacher ask questions that have more than one correct answer and thus may be responded to by several students. Moreover, the question is not repeated or rephrased even though more than one student responds. The questioning pattern becomes teacher-question, student-answer, student-answer . . .

A question calling for one specific answer cannot be redirected and leads to the question-answer, question-answer pattern. For example, the questions, Who is the president of the United States? and How many senators are there from each state? can be answered with a single correct response and do not lend themselves to redirection.

To use redirection effectively, two conditions must exist. First, the right kind of questions must be asked. Questions should either present a situation in which a number of alternative answers can be given (Name some contemporary plays that could be used by high school drama classes) or they should be such that differences of opinion exist regarding their answers. (Why do the president's economic beliefs have such an impact on small business men?)

The second condition deals with the practice of repeating the question for each student in a redirection sequence. You should avoid repeating if you want to noticeably reduce your participation in the classroom discussion. This can be done by preparing your class with such verbal prompts as, This question has many parts to its answer. When you respond, please give only one part. Or I'm sure many of you will have different ideas about what I'm going to ask next. Please listen to each other's responses and see if you can add something new. These prompts suggest to the students that they should not expect the initial question to be repeated or rephrased during the responses.

When using redirection, the techniques you will find most useful when calling on the various participants will range from elaborate prompts at the beginning of a discussion (Jane, can you add anything else?) to more casual approaches of calling out students' names or simply nodding in their direction as they become accustomed to expecting questions to which several students may respond.

The following brief illustration demonstrates the use of redirection in a discussion. Notice the variety of prompts used by the teacher.

Teacher: From what you've been saying, it seems apparent that there are some of you who feel uncomfortable at times with thevalues the previous generation holds to be important. I'm wondering if we could discuss the reasons why you believe there is a difference in thinking between many parents and their children. While you're listening to each other, see if you really agree with what is being said. If you do, perhaps you could give an example to support the reason. If you don't agree, be sure to speak up too. But most important, see if you can think of some totally new suggestions that no one has touched on. Craig, you look like you have some ideas.

Craig: I have at least one idea. I can't talk to Dad long about the unimportance of a lot of money before he tells me about the depression and how he had practically nothing and isn't ever going to be in that position again.

Teacher: Barry, have you something to add to what Craig said?

Barry: Yeah! Well, you know, we've never known what it's like to be without money, to be hungry, or really poor. We kind of take money for granted. It's always been there and always will be.

(Teacher nods to Holly.)

Holly: But can we assume that money will always be available?

Teacher: Barry?

Barry: Sure, Look, we're better educated than our parents were at this age and the job market is larger and more diverse than it was in the thirties or forties.

Teacher: Meg, what thoughts do you have to add?

USING NONVOLUNTEERS

Class members who volunteer answers during a discussion are usually welcomed by a teacher. These students most often give the correct answers and say what the teacher expects to hear. Thus they reinforce the teacher's belief in his own effectiveness. He in turn reinforces students for giving the correct response by the feeling he emits and by calling on them more frequently. However, this mutual admiration situation often results in a few class members monopolizing the discussion. The teacher does not discover what the nonvolunteers are thinking (or not thinking), and the discussion becomes boring to those not involved.

The discerning teacher will not allow this to occur. He will want to include many class members in the discussion in order to generate maximum interest in thetopic and to evaluate the level of knowledge of the entire class. To do this, often it is necessary to call on nonvolunteers as well as volunteers.

If you do have the habit of calling only on those students who raise their hands, many members of your class may have become accustomed to letting others do all the talking in a discussion. Often it is not that they fear being wrong or they think they cannot express their ideas as well as the more talkative students. You, as the teacher, will have to work continually at involving these persons. Do this by de-emphasizing the rightness or wrongness of ideas and encouraging all expressions of thoughts and ideas.

Beginning the process of including nonvolunteers in a discussion is not difficult. You might tell your students that you've been noticing that only a few people participate in discussions and that you would like to involve more people. Because of this, you will begin calling on anyone in the room irrespective of whether they have their hands up or not. You might then emphasize that all thoughts on the subject will be welcome and that there is no one person or group of people who has a monopoly on worthwhile ideas. During this discussion you might occasionally go back and question a person called on previously. Thus members see that because they have spoken once they shouldn't feel that they have done their part and do not have to participate any longer. It will underline the need for them to continually listen, think, and respond to the discussion.

In calling on nonvolunteers, you should do so without putting them on the spot or embarrassing them. For example, you might say, Bill, how would you answer this question? If he hesitates because of embarrassment, try to relieve the pressure by saying, Think about it for a minute and we'll come back to you. Then call on someone else. (Remember to return to give Bill a chance at the question.)

It is important to remember that there is usually a reason why people do not talk in a group discussion. Your first task is to analyze the situation and decide what theproblem is. Are there a few persons who need to have all the attention during a discussion? Do you pose a threat to your class members by being too critical or unaccepting of their ideas? Are the subjects of your discussions irrelevant to the lives of class members? These may or may not be some of the issues that cause your students to withdraw from discussions.

When you do discuss a problem attempt to encourage the expression of varied ideas. At first you will have to force the situation by calling on many nonvolunteers, but as the atmosphere in your classroom becomes more accepting of different opinions expressed in eloquent as well as less eloquent styles, nonvolunteers will be a thing of the past.

PAUSING AFTER ASKING A QUESTION

This subtle technique should be used so that class members have an opportunity to organize their thinking and respond with longer and more complex answers.

In order to accomplish the above goal, you should have an orderly approach to the technique of pausing. You might begin by explaining that you would like more thoughtful answers to your questions instead of the short, often one-word, replies usually given. In order to get these answers, some time must be given for more thinking. Therefore, you should begin to pause after questions that are to be answered in a thoughtful manner. Your use of praise should be systematic. Give it when a longer, more reflective answer is given after a pause and withhold it if a pause is followed by a short, inadequate answer.

Longer, more reflective answers aid a discussion by giving more substance for the other students to react and respond to. This technique is not complicated and is very subtle, it can lead to a more successful discussion. It, of course, has to be used carefully with children and some youth.

REPHRASING

This skill concerns the manner in which the questioner (teacher) listens to a class member's response to a question and then attempts to state or rephrase or mirror back what he heard. The teacher who is attempting to rephrase a response might begin by saying, Let me see if I understand what you're saying. Or, Do you mean. . . The teacher would then try to state what he heard the class member say. For example:

Question by teacher: Why do the president's economic beliefs have such an impact on small businessmen?

Response by a class member: I think it is because he gets a lot of his ideas made into laws.

Attempt to rephrase by teacher: Are you saying that there are federal laws written that affect small businessmen?

Here is another example:

Question: What is the difference between an excellent and a poor public speaker?

Response by a class member: Well, lots of poor speakers just talk in a monotone.

Attempt to rephrse: Le me see if I understand. Are you suggesting that a good speaker uses inflection and variety in his voice?

Instead of simply telling the class member that he is right or wrong, or that you agree with him, you are causing the member to think about what he said. This often causes the member responding, as well as other class members, to analyze the response in terms of completeness and correctness. If the answer is incomplete or incorrect, rephrasing will hopefully bring the class member who responded to think of his response and see that it has flaws in it. Your rephrasing will give the member an opportunity to correct or add to his response, thus making it more acceptable. This approach eliminates a verbal judgment on your part. The fearful or timid person sess that he will not be punished or cut off if he does not answer adequately; instead he is helped in developing a good answer with the least amount of embarrassment. At the same time, other class members are caused to think about the question and the answer they would give. You also communicate to the class members that you are trying to understand what they think and feel.

By now you should be able to briefly define each of the four skills taught above: redirecting, calling on nonvolunteers, pausing, and rephrasing.

LESSON PLAN

USING QUESTIONS IN TEACHING

MAIN IDEA

There are several ways a teacher may use questions to encourage more thoughtful involvement and greater learning of class members.

Supporting Ideas

1. Redirecting is a questioning technique by which the teacher gets two or more class members to respond to a question.
2. Nonvolunteers are those who do not voluntarily offer their ideas or answer questions during class discussions.
3. Rephrasing is a process in which the questioner listens to a response to a question and then attempts to state what he heard.
4. Class members will have the opportunity to organize their thinking and respond with more thoughtful answers if the teacher pauses after asking a question.

MAJOR OBJECTIVE

In future lessons the teacher will be able to actively involve class members in meaningful discussion through the effective application of the use of questions.

Supporting Objectives

Each participant will be able to--

1. Redirect questions
2. Involve nonvolunteers
3. Rephrase class members' responses to questions
4. Ask a question and then pause to give class members a chance to think of their answers

IDEAS TO BE TAUGHT	LEARNING ACTIVITIES
There are several ways a teacher may use questions to encourage more thoughtful involvement and greater learning of class members.	SHOW Ask the class members if they studied the assigned reading materials. DISCUSS Ask, What do you think is the most useful idea you studied? (Here, you, the teacher, have a chance to use and demonstrate the behaviors to be learned in this lesson. Don't talk about what you are doing; just do it.) Ask, What questions do you have regarding these materials? Let them respond briefly if they wish.
Redirecting is a questioning technique by which the teacher gets two or more class members to respond to a question. Nonvolunteers are those who do not voluntarily offer their ideas or answer questions during class discussion. Rephrasing is a process in which the questioner listens to a response to a question and then attempts to state what he heard. Class members will have the opportunity to organize their thinking and respond with more thoughtful answers if the teacher pauses after asking a question.	SHOW Tell your group that for the major part of the lesson they are going to play a game that will give them practice in using questions. Give a set of A B C D cards to each person and deal out the question cards so that each person has an equal number. Either display as a chart or write the following on the chalkboard: A. Redirecting B. Using Nonvolunteers C. Rephrasing D. Pausing Either have class members quickly define each of the four techniques, or you quickly demonstrate each. Play the game (see p. 11.) During the game, as you take time to discuss the actions of your class members, be sure to practice the four skills you are trying to teach. APPLY Ask the questions of your class members to determine if each one understands the value of using each technique.

Dialog #1 - Divorce, Population Mobility, Tradition, Technology, etc.

T. Now yesterday we said that there were several reasons for the growing divorce rate, the increase in welfare, the increase in child abuse and abandonment and other signs that the family is breaking up as an institution that people want to preserve. Who can name one?[1]

S1. Population mobility, that's one.

T. Population mobility. What does that mean?[2]

S1. Well, it means that people are moving around a lot. They don't stay in one place anymore.

T. OK. Now what's another reason we talked about?[3]

S2. Oh, the fact that there are people who don't...who don't go to...that don't believe in God too much and they don't show the same old respect to the church. Church attendance is going down all over the place, you know.

S3. Yeah, churches are really just dying out and neighborhoods are dying too. And look at all the little towns that are dying out. We drove from Chicago to Montana one summer and you can just see it---all across Iowa and Nebraska--- little old farm towns just empty with no people or only old people.

T. Ok. People losing faith in God. People losing faith in religious leaders. People leaving old neighborhoods and old towns. Old beliefs dying out and maybe no new beliefs coming in to take their place. What's the title we gave to this yesterday?[4]

S1. The decline of tradition.

T. The decline of tradition. Do you agree with that S2.[5]

S2. Uh, Yeah, I guess so?

T. What about you, S4.[6]

S4. Sure, right.

T. Ok. That's a good name and it's what we said yesterday. Now we have mobility increasing and the tradition declining. What's the divorce rate doing?[7]

S3. It's declining, too.

T. Well, uh...The rate is declining....could you explain what you mean by this?[8]

S3. Well, there are less and less of good marriages--they are getting fewer and fewer so the rate is going down.

T. The rate of what?[9]

S3. The rate of marriages.

T. The rate of what kind of marriages. You are saying that people are not getting married so much---what kind of marriages?[10]

S3. The rate of good marriages.

T. Can someone give S3 some help? He's having trouble with one word here. What is it?[11]

S5. Well, he's got the word rate switched around. The divorce rate is going up. That is there are more and more divorces for a certain population, so the rate as a percentage increases.

T. That's good. Rate is a percentage of a certain population. S3, you had the facts right, you just misunderstood that I was asking for the rate of divorces. What did you give me the rate for?[12]

S3. The rate for marriages. I see now.

T. Ok. So population mobility is increasing in America, is that right?[13]

S6. Yes.

T. And traditions are declining, we said that, right?[14]

S2. Right.

T. So what are divorces doing?[15]

S7. They are increasing.

T. So, S3, the rate is doing what?[16]

S3. It's increasing, too?

T. Now, how do we know that all these things are related?[17]

BIG SILENCE AND NERVOUS TWITCHING

T. Well, that's a hard question. Look. All these things are happening at about the same time. We observe them happening together. What is hard to do is to put these things into some kind of order, so you can say that one thing caused the other which caused the next things. Now, what are the things we have been talking about?[18]

S2. Divorce, mobility and tradition.

T. Good. Now what follows what?[19]

S6. Well, I would say that it was the mobility first that caused the decline in tradition and that when tradition declined people started to get divorces more often.

T. Does anyone want to offer a better suggestion or another explanation?[20]

S1. Wait a minute. I don't have a better one. I just want to say that there is something strange about this talk. It isn't surprising that the tradition decline relates to the rise in divorces. You are just talking in circles.

T. What do you mean?[21]

S1. Well, staying married *is* a tradition. It's part of that idea. So if we say that traditions decline we shouldn't think that we are saying something different when we say that marriages are declining or that divorces are going up.

T. Wow. That's fantastic. I hadn't thought of it that way myself. How did you get on to that?[22]

S1. I don't know, but it just came to me when you were talking about the confusion over rate with S3. See since, one thing is going up and the other is going down, we think we are talking about different things, but it is just that we are playing with words and not with real facts.

T. Terrific. I think you should give S3 a little of the credit for this though. Now I think you have just simplified our problem. Can anyone suggest how this is so?[23]

SILENCE

T. Well, it's your idea, S1. Do you see how it has helped us?[24]

S1. I'm not sure.

T. Well, we started out having to explain the relationship between how many factors?[25]

S3. Three, Divorce, tradition, mobility.

S1. Oh, I see, Now we only have to deal with two because I said that the divorce category was really just a part of the tradition category.

T. Mighty fine. Ok, any opinions now?[26]

Silence.

T. Ok. Who can state the problem now?[27]

S5. The problem is: Which came first the mobility or the decline in tradition.

T. Fine. Ok. S6, you already have an idea on the floor. State it again for us, will you please?[28]

S6. I said it was the mobility first and tradition second.

S1. Well, the only other alternative is tradition first & mobility second.

T. Good, see how much simpler you made the issue. Now. Let's state this relationship as clearly as possible. S6, make your statement in a clear statement. [29]

S6. I said: An increase in population mobility leads to a decline in tradition.

T. S1?[30]

S1. Well, just for the sake of arguement, I say that decline in tradition leads to an increase in mobility of population.

T. Ok. Now, I think we better put this back into the real world. Let's get some facts into your statements. S6, what country are you talking about and for what time?[31]

Dialogue #2 (continued) The Missile Crisis. International Politics.

T. Why did President Kennedy think it necessary to place our bombers on alert during the Cuban Missile crisis?[1]

S3. To defend against the Russians.

T. But weren't the Russians always a threat during this time? They had missiles in other places and the power to use them. What was so special about Cuba?[2]

S2. Well, this time the missiles were only ninety minutes away.

T. Ninety minutes away?[3]

S2. Oh, I meant ninety miles away. Actually they were only a few minutes away. Actually, that was the who deal right there. Our whole defense against the Soviet Union was based on the idea that even if the Russians did attack we could strike back because we would get about 20 to 30 minutes warning. We could then get our planes in the air in time to destroy Russia. Since they knew that, they wouldn't dare attack us. But Cuba meant that they could knock out our defenses without the risk of a counterattack.

T. So it wasn't just a matter of adding more missiles to the arsenal. There was a real change in the nature of the threat we were being asked to accept, is that right?[4]

S2. Right.

T. Ok. The book used a phrase to explain a situation such as we have here. Can anyone remember that phrase?[5]

S3. Massive retaliation.

T. Ok. That's a good phrase and that is surely accurate. I was thinking of another phrase but I see now that I didn't make my question clear. When two nations have large military establishments and can make other nations respect or even fear them we say that those nations have ____________ What?[6]

S5. Strength.

T. Fine. Another word for strength, please?[7]

S4. Power.

T. That's good. We'll just stick with power, even though strength carries the same meaning for us, ok? Now what do we call it when these two nations are about equal power. They can each do vast damage to the other. No person could predict who would win in a war between them. What is this situation called?[8]

S6. Oh I remember from the book---the balance of power

T. Fine. Now when the Russians put the missiles in Cuba, what happened to the balance of power between the Soviet Union and the US?[9]

S3. It would be out of balance.

T. In whose favor?[10]

S3. In the Russian's favor.

T. From whose point of view?[11]

S3. What?

T. From whose point of view?[12]

S3. I don't understand?

T. Who would say that the power was out of balance, the US or Russia?[13]

S3. I guess the US would say so but I think the Russians might say so too, after all, it is or it isn't.

T. Well, let's just say that you were a Russian leader and I was the American president and I say to you: "Alexi, why did you upset the balance of power with those nasty missiles in Cuba. Don't you know that only by keeping the balance of power between us can each of us be sure that there will be no attack or war?" What would you reply to that?[14]

A SUMMARY OF INFORMATION AND IDEAS TO BE LEARNED WITH RESPECT TO QUESTIONING

There are various categories of questions which differ in terms of level of difficulty and the task(s) called for.

Questions are categorized according to the level of intellectual difficulty and the complexity of task(s) required for appropriate responses.

1. Recall: (simple) narrow questions calling for facts or other items involving rote memory. Also included in this category are questions which call for a simple yes or no answer. Example: What is the longest river in North America?

2. Probing questions call for the analysis and integration of given or remembered data. Probing questions are designed to draw out and build upon simple responses. Problem solving and reasoning are often necessary in response to such questions, as well as the application of more than one recall item.
   Example: What geographic factor accounts for the importance of this river?

3. Divergent questions call for answers which are creative and imaginative and not empirically provable, i.e. may or may not have "right" or "wrong" answers. The student is compelled to speculate, to infer, to develop new and creative hypothesis. Example: How might the development of the central part of the United States have been different if the Mississippi River were not there?

4. High Order questions - demand more than mere knowledge of facts, and force the student to analyze, draw inferences, discover relationships, make judgements, and formulate arguments in defense of their choices. They frequently include the word "why." Example: During which period in American History would you have preferred to live along the banks of the Mississippi River? Why?

Questions can also be classified as wither broad or narrow.

1. Narrow questions place limits on the response called for. Example: What are the three basic components of a good salad?

2. Broad questions do not restrict the amount of recall data called for. Example: What are the skills necessary for the construction of a house?

The following points are to be considered when using questions:

1. Address the question to the class as a whole when in group situation.

2. Pause after asking the question to allow pupils time to collect their thoughts.

3. When a question goes unanswered, leave it to be answered later. This is the technique of pre-cueing. Be sure to return to that question.

4. Ask questions of the entire class. Call on volunteers and non-volunteers. Avoid any pattern of calling on students such as by rows or boy-girl squence.

5. Be careful about repeating your questions or the pupils' answers in order to get less teacher participation and more pupil response.

6. Learn to ask several students to respond when the question calls for more than just one single answer.

7. Ask for clarification when a response is not complete or if it is not clear.

8. If a question gets no immediate response, watch that you do not answer it yourself.

9. Frame the question so that you get the type of answer desired.

10. Don't ask the question in such a way that the answer is suggested.

11. Ask questions that include only one idea.

12. Use a conversational, normal tone of voice when asking questions.

13. Realize that questions are asked to serve a number of purposes, among which are:

    a. to spark a discussion

    b. to obtain formation

    c. to review or drill

    d. to test learning

    e. to solve problem

    f. to help develop concepts and thought

    g. for diagnosis

    h. to stimulate thinking

14. Become aware of some of the key words in questioning: how, why, when, where, which, what, compare, explain, describe.

EVALUATION Form - Questioning

Name of Teacher__________________________

What was the concept?

What did teacher do to establish set?

During the lesson, how many questions of each type were asked?

	In Plan	Used in Lesson
Simple (recall)		
Probing		
Higher Order		
Divergent		

Please comment on the effectiveness of the teacher's use of questions.

In Lesson Plan

In Micro Teaching (fluency)

What did the teacher do to summarize and evaluate what was learned? How well and why?

MODULE - RESPONDING: VERBAL AND NON -VERBAL

Rationale:

It is important to understand that there are both verbal and non-verbal components to responses made in the teaching-learning situation. This exercise will give you the opportunity to identify, analyze and develop skill in the use of certain specific verbal and non-verbal responses. As a result, you will expand your response repertoire, become aware of when and how to convey emotions and meanings and thereby increase your effectiveness in communication.

Objectives:

In completing this exercise, you will be able to:

1. Identify the various emotions that can be conveyed both verbally and non-verbally in communications.
2. Select and use the appropriate responses (verbal and non-verbal) that will be effective in a specific learning situation.
3. Increase the quality and quantity of your response repertoire.
4. Re-enforce student responses verbally and non-verbally.
5. React to student responses so as to elicit further more complete responses and/or responses more relevant to the subject at hand.

Pre-Assessment:

Observe a teaching-learning situation. List the various emotions that are conveyed verbally and non-verbally by the teacher. Describe the techniques used to convey these emotions. This should be written in your practicum journal.

Activities:

Verbal Responses

1. Read the introduction and description of the skill verbal response in Teaching Skills: Response Repertoire (green book) I-3, available in the Curriculum Material Center.
2. View the films associated with skill described: Response Repertoire ie., "Verbal Responses" "Non Verbal Responses", Verbal and Non Verbal Responses".

3. Select from the list of statements provided in the book Response Repertoire, 10 statements you want to deliver in verbal response. For each statement, choose three meanings you want to express. Practice your delivery.

4. After you feel you have practiced sufficiently, ask someone to act as a critic and listen to your delivery.

Provide them with a copy of the statements and ask them to write the 3 emotions or meanings conveyed by your delivery next to the statement. Compare with your critic the meanings you had planned to convey and the meanings he understood. Re-deliver those statements that did not convey the meaning you had planned.

Post-Assessment: When you feel you have succeeded in mastering the skill of Verbal and Non-Verbal Responses, talk to your Practicum Professor about a post-assessment activity. This may be a mini lesson on Video Tape in which you can also demonstrate your skill in objectives, set and closure, or it may be an exercise in verbal and non-verbal responses with the Practicum Professor. Perhaps you can think of another way in which you can demonstrate your competency in these skills.

You may wish to correlate this module with that on small group work. In any case, you should work constantly on response skills until you automatically utilize gesture, facial expression, and voice, to augment your facility in communication.

Your facility in verbal and non-verbal responses must be demonstrated in the laboratory schools in a real classroom situation. You should indicate to your observer/evaluators, when you would like to demonstrate your proficiency. As indicated above, use of such skills is frequent and ongoing, thus demonstrating proficiency on a one-time basis is inadequate. You will be considered proficient in these skills only as you incorporate them into other appropriate teaching-learning situations throughout your Practicum term.

MODULE - SET AND CLOSURE

Rationale: These are two terms that will have a significant place and meaning in your new teacher-vocabulary. Learning how to "establish set" and "effect closure" are essential in this initial phase of teacher training.

Establishing set means bringing about the proper psychological and social readiness in the student so that involvement and student response will be created. Set informs the student of the goals or objectives of the learning activity, suggests possibilities for exploration and most importantly, relates the subject matter being examined with significant concerns of the student. In short, it gives the student a glimpse of what is "up" for that learning activity and if it is effective set, it creates the desire to participate; it creates the need to know.

Closure is the complement of set. In closure the main points of the lesson are re-stated or emphasized and the next step is suggested. Closure suggests a future as well as giving the student a sense of accomplishment. Good closure is in reality long range set. In effecting closure, a competent teacher makes sense of what happened and gives the student something to look forward to.

Behavioral Objectives: When you have completed the exercises suggested in this experience, you will be able to:

1. Identify and describe the necessary elements in effective set and closure.
2. Compare and evaluate the effectiveness of different techniques for establishing set and effecting closure.
3. Plan and execute a suitable set and closure for a mini lesson.

Pre-Assessment: None

Activities:

1. Read the General Learning Corporation booklet (green cover), *Teaching Skills*: *Creating Student Involvement*
2. View three films: *Set Induction*, *Stimulus Variation*, and *Closure*. These films comprise the skill cluster titled *Creating Student Involvement*, and are available at the Curriculum Resources Center.

3. As you plan your lessons and activities for the modules on Lesson Planning (Activity #16, page 60) and Unit Planning (Activity #10, page 77), plan at least three ways of establishing set and reaching closure.

4. Use your methods of establishing set and closure in your field experiences.

Alternative: Develop an activity of your own design that will demonstrate your competency in the skills of set and closure.

Post Assessment: When you teach your lesson in activity #4 above, arrange to be observed by either your cooperating teaching or your practicum professor (or both). Have the observer complete an evaluation form on your performance. Arrange for a conference for evaluation of your performance on activity #8 as soon as possible after teaching.

MODULE - FACTS, CONCEPTS AND GENERALIZATIONS

Rationale: The activities included in this set of experiences are designed to develop your ability to relate your knowledge of the social science disciplines to the secondary school social studies student. A professional teacher is an individual who knows something that society would like to have taught and who has the skill to teach it. This simple statement points to two areas of competence for the professional social studies teacher--knowledge of subject matter and skill in teaching. The purpose of this module is to help you begin to integrate these two areas of competence.

Objectives: Upon completion of this module you will be able to:

1. Distinguish between facts, concepts and generalizations in the social science.

2. Present a set of standards for evaluating the utility and the importance of any set of facts, any specific concept or any single generalization as an object of learning in a social studies lesson, unit or curriculum.

3. Select and evaluate teaching materials for their conceptual content and the power of their generalizations from among materials commonly in use in public secondary schools.

4. Select and evaluate teaching materials for their conceptual content and the power of their generalizations from among materials not commonly in use in public secondary schools.

Pre-Assessment: Read, Chapter III, "The Selection and Organization of Subject Matter," in Jack R. Fraenkel, Helping Students Think and Value, pp. 91-138. As you read this material, reflect on your own training in the social science disciplines. Look critically at Fraenkel's characterization of the basic ideas in each discipline. If you feel you already are competent in these areas, go directly to post-assessment. If not, go to Activities.

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Activities:

1. As you study the chapter in Fraenkel (above) pay close attention to the footnotes. Develop a professional organization of subject matter around concepts and generalizations. Consult the items in your bibliography for further research and clarification.

2. For another point-of-view read James G. Womack, Discovering the Structure of Social Studies, pp.1-68.

3. If you find yourself lost or confused by this reading, consider the following suggestions:

   a. Find a friend who has already finished this module and ask him for help.

   b. Schedule an appointment with your practicum professor. Make sure the professor knows the general nature of your difficulty in advance of the appointment so that he can be prepared to help you.

   c. Join with several other confused souls in requesting a small group discussion or a lecture on this subject from your professor.

4. After you have finished your reading and discussion of this material, test your understanding with the exercises in Fraenkel, pp. 139-143. Check your answers on p. 399. If your self-testing reveals difficulties, consult your instructor.

Post-Assessment: After you are satisfied with your general knowledge of the material covered in the reading assignments for this lesson, schedule a time to take a brief written examination on this material.

MODULE - LECTURING

Rationale: Lecturing is the most traditional method of teaching As such, it has achieved a somewhat evil reputation in an age that seems to be at war with tradition. Still, all teachers need to know how to grab and maintain the attention of a large group of students while presenting material in a highly organized manner. This is what lecturing is all about.

Pre-Assessment: It is possible to "test out" of this module by simply presenting an effective lecture during one of your teaching experiences. Contact your practicum professor if you plan to do this.

Objectives: Upon completing this module, the student will be able to plan and present an effective lecture to a group of secondary school students. An effective lecture is one which makes it possible for the teacher to achieve the objectives of the lesson or unit of instruction which he has planned.

Activities:

1. Read the enclosure attached to this module. Be sure to review the model for the assessment of a lecture which is the final portion of this enclosure.

2. Lecturing is still the preferred teaching activity at the college level. Select the best lecturer from among your professors at Rhode Island College. Observe him in action. What makes him effective?

   You might find it worthwhile to interview this professor and ask him about the various aspects of his technique.

   a. How does he plan his lectures?
   b. How does he organize his notes?
   c. How does he assess the effectiveness of his lectures while he is lecturing? How does he adjust when feed-back informs him that he is "losing" the class?
   d. What does he do to improve his lectures from presentation-to-presentation?
   e. Has he ever attempted other methods of instruction? What is his rationale for the use of lectures? What is his rationale for replacing lectures with other techniques?
   f. Does he ever do things to help students take notes or otherwise organize the material he is presenting?

Activities:
(continues)

3. Plan and carryout a lecture during one of your teaching experiences in Practicum.

   You may find it useful to video tape this lecture before presenting it to a class of students. If you wish to do this, contact your practicum professor.

Post-Assessment: Complete activity #3 to the satisfaction of your practicum professor or cooperating teacher.

If you prove to be ineffective in your first effort at lecturing you will be asked to do one of the following:

a. Perfect your technique by micro-teaching before the video tape machine.

b. Develop a lecture in your plans for latter lessons.

c. Re-teach the lesson.

A Criteria For Evaluating Lectures

An effective lecture is a lesson, and as such it shares all the characteristics common to effective lessons in the social studies. It must have a significant aim or purpose which should be understood by the audience and should be returned to frequently by the speaker during the lecture and certainly toward its end. The lecture should be motivated by relating the speaker and/or the topic to the audience.

A lecture may not necessarily have pivotal questions, but it should surely have a number, perhaps no more than five or six, pivotal points. These points might be written on the board to serve as a guide to your talk and to facilitate the taking of notes by the group.

A summary and a review are in order toward the end of the lecture. One of the best ways to accomplish this is to return to the aim of the lecture and to your motivating device.

Just as you must prepare your class lessons well, so you should prepare your lectures with meticulous care. This involves a knowledge of the group to whom you are speaking (something of I.Q., general background, age and previous learning and experiences), as well as a substantial knowledge of the topic on which you have been asked to speak. A lecture should enhance and enrich the topic, and merely restating orally what the group's text says in print is shirking your responsibility. You must achieve some originality by suggesting alternate approaches in terms of organization, emphasis, or detail, thus presenting new viewpoints or crystallizing material in a different way. This, after all, is the single greatest justification of the lecture and of team teaching. A lecture must be a display of your learning.

Although detailed preparation is imperative, do not prepare so well that you find yourself delivering a "canned talk" which makes no allowance for a student's question or some other interruption in procedure. As a matter of fact, it is usually best not to thing of yourself as a lecturer at all, since this suggests a pompous, rather oratorical approach. Instead, plan to talk to your group from an outline, drawing on the comparisions, analogies, and illustrations you have prepared, but freely adding others that come to mind as you think aloud before your group.

Watch the faces of your audience, especially those toward the rear. The expressions may tell you that you are speaking too slowly, too rapidly, or inaudibly. If notes are to be taken by the group, pace yourself so that students can record all important points. Although you should not speak so slowly that students will be tempted to write every word, you should probably make your pivotal points more than once and provide more than one comparison or illustration for each.

Despite the fact that you have a large audience, try to get some active participation. For example, you can begin some talks with a question that asks for a show of hands: "How many of your parents voted in the November elections?" From the hands you might call on one or two students to provide brief answers to the follow-up question of "Why is inelligent voting the backbone of democracy?" Or you might ask a student sitting toward the front to point to a place on the map, or perhaps even to hold a picture. Where possible, make at least a token attemp to involve your audience actively. You can have students provide a summary, perhaps even in response to a rather unimaginative question, "What main points did you note in today's talk?"

Use the blackboard freely and make effective use of whatever other illustrative materials you have prepared. The blackboard is the single most important visual aid, and in a talk particularly it can serve as a guide if properly used for outlining, to record the spelling of names, or to jot down important dates. Moreover, more than one teacher even when speaking to an adult audience feels more at home holding a piece of chalk in his hand. In addition, by turning to the board now and then, or to the map, your movements become natural and your breath more relaxed.

This summarizes briefly the preparation required of the social studies teacher who has been asked to give a talk to a large group as a member of a team of teachers. But what about the preparation of the class? After all, we pointed out that for any successful lesson the preparation of the classis just as important as the preparation of the teacher. You may not be able to control part of this preparation since the group coming to you may be quite strange. Nevertheless, the team members should decide in advance what steps must be taken to prepare students for a talk. Because as a member of the team you have had a voice in determining the advance preparation, you can assume that some or all of the following has been done:

1. Team members have assigned readings in texts or in supplementary materials.

2. Small-group discussions have been held to identify problems and to anticipate areas where additional information is required. You will therefore be looked to to supply some of that information.

3. The groups have been told to take notes and perhaps have been given a mimeographed form to follow as a guide.

4. The groups have been told to jot down questions that come up and to bring them up once again in a small-group meeting if they are not answered in your lecture or in a question period afterward.

(Taken from "Teaching History and the Social Studies in Secondary Schools")
(Pitman Pub. Co., N.Y. 1968) pp. 317-317)

ASSESSMENT OF LECTURE/DEMONSTRATION

I. Objectives: (yes or no response)

A. Stated clearly -- understood by pupils ______

B. May be efficiently accomplished through lecture method ______

II. Format (check one)

A. Formal ______

B. Informal ______

III. Purpose of Lecture (check those which apply)

A. Motivation (set) ______

B. Introduce new materials/concepts ______

C. Synthesis/summary of pupil learnings ______

D. New Interpretation of data ______

E. Presentation of data ______

F. Other (specify) ______________________________

IV. Time element in relation to stated objectives (yes or no response)

A. Realistic in terms of mental age of students ______

B. Realistic in terms of chronological age of students ______

C. Realistic in terms of anticipated attention span of students ______

V. Effective Use of voice (yes or no response to each)

A. Intensity (proper loudness level adjustments) ______

B. Enunciation (careful articulation -- can speaker be understood?) ______

C. Pronunciation (did lecturer adhere to acceptable standards?) ______

D. Flexibility of voice (sufficient to alleviate boredom) ______

VI. Effective use of body behavior during lecturer (yes or no response)

A. Eye contact (sufficient to establish contact with class) ______

B. Posture (natural and relaxed) ______

C. Gestures (used to emphasize ideas) ______

VII. Types of verbal support used (check appropriate blanks)

A. Explanation ______

B. Analogy or comparison ______

C. Illustration ______

D. Refer to specific instances ______

E. Use of statistics ______

F. Testimony ______

G. Restatement ______

VIII. Types of visual support used (check appropriate blanks)

A. The object referred to in lecture ______

B. Models ______

C. Slides ______

D. Movies ______

E. Maps ______

F. Blackboard drawings or overhead projector ______

G. Graph ______

H. Diagrams ______

I. Organization Charts ______

IX. Did lecture allow time for: (yes or no response)

A. Restatement or summarization ______

B. Concluding statement ______

MODULE - SMALL GROUP INSTRUCTION

Rationale:

Many of the learning activities in contemporary secondary schools utilize the small group as a mode of instruction. Some of the advantages of the small group in instruction are obvious. Close and intimate contact with the teacher and the pupil has always been considered the hallmark of quality education. Modern methods in social studies education also place a premium on the full free exchange of ideas among peers. The small group mode facilitates this kind of instruction.

What is more, the skillful teacher knows how to introduce variety into his classroom by organizing a day's activities around a number of small groups, each of which receives some of the teacher's time and attention and each of which facilitates peer group instruction as well.

Some of the misuses of small group instruction are less apparent. Too often the technique is used in such a way that the small group degenerates into a bull session or social hour, clusters of people talking vigorously with no real objective in view. Noise and activity do not necessarily indicate learning.

It is hoped that after you complete this module you will be oriented to the range and diversity of some experience some of these activities in your practicum teaching.

Objectives:

When you complete this module you will be able to:

1. List and describe the structure and function of each of the following types of small group activities. Your description of function will include some statement of the appropriate use of each of these groups in secondary school teaching.

The ten types of small group activities are:

a. open discussion group
b. tutorial group
c. assigned roles group
d. research group
e. task flexibility group
f. investigative group
g. group talk group
h. brainstorming group
i. socratic-analysis group
j. value clarification group

Objectives:
(continued)

2. Select at least one of the ten small group modes listed above and integrate it into the activities of a lesson or unit plan you are developing.

3. Execute the role of "facilitator" or "discussion leader" in a small group activity which you have planned. This activity must be part of a lesson which "achieves" its objectives according to a standard predetermined by you. The group process activity must meet the approval of your cooperating teacher or your practicum professor.

Pre-Assessment:

If you feel competent to satisfy this module through a pre-test, contact your practicum professor.

If you satisfy this module by this method, all small group activities you integrate into lesson units and learning activity packages you prepare in this course must show evidence of knowledge of the variety of small group activities.

Activities:

1. Read the IDEA pamphlet, *Learning in the Small Group*. This pamphlet is available in the practicum room, Gaige 115E.

Make a note in your journal for each of the small group modes developed in the pamphlet. Your note should include a sentence on the

a. objectives
b. size
c. objective
d. teacher's role
e. student's role
f. techniques required

for each of the small group modes in the pamphlet.

2. View the film: "Change - Training Teachers for Innovation." This film may not be available by the beginning of practicum. If it is not, omit this activity. If the film is available, you may secure it from the Curriculum Resources Center.

3. If you need further work on the theory of small group activities, consult the bibliography which is enclosed with this module. You should also begin to build your own bibliography of references in this area. Enter any of the materials you find in your bibliography under the title "Small Groups."

4. Bring your journal to the practicum professor for his evaluation of your enteries related to this module.

5. Select and design a small group activity which advances the objectives of one of the lessons you will teach in this cours.

   When you place this activity in your lesson be sure to label the small group mode of instruction according to the terminology in the IDEA pamphlet, Learning in the Small Group.

NOTE: You may do this activity as early as activity #14 in the lesson planning module. (Laboratory Experience #3). If you do not accomplish this by the time you finish your field work related to the module on Unit Planning. (Laboratory Experience #4).

Post-Assessment:

1. Post assessment in this module consists of satisfactory performance on activities #4 and #5.

2. If, after completing activity #5, your cooperating teacher or practicum professor feels that further remediation is necessary, he has the following options.

   a. He can ask you to re-teach the lesson or the part of the lesson using the small group mode.

   b. He can ask you to develop another lesson using the small group mode of instruction and using it in another lesson plan.

   c. He can request that you work on small group processes by micro-teaching before the video tape machine.

MODULE - SIMULATION ACTIVITIES

NOTE:

It is recommended that two or more students do this module concurrently.

Rationale:

The use of games in the classroom is an important teaching technique. By allowing students to grapple with close approximations of real situations, games provide an interesting application of learned ideas and information. Perhaps just as importantly - games can be fun - a welcome change from normal school routines.

Objectives:

When you have completed this module, you will be able to:

1. Demonstrate an understanding of the uses and functions of simulation games.
2. Select and/or develop* simulation games to achieve specific instructional goals.
3. Demonstrate your competence in the technique of simulation games.
4. Demonstrate an understanding of the major component parts of simulation games and their functions.
5. Introduce, give directions, demonstrate, and use simulation games in a classroom setting.

Materials Needed:

William A. Nesbitt, Simulation Games for the Social Studies Classroom, (Foreign Policy Association, 1971).

Access to: 1) College Library
2) Curriculum Resource Center

Activities:
(all are required)

1. List and describe briefly 5 of the 10 games discussed in chapter 2 of Nesbitt.
2. Choose three (3) simulation games held in the Curriculum Resource Center and describe them. Tell which learning objectives could be achieved through their use, and how they might be accomplished.

*Enrichment activity

Activities (continued):

3. Drawing on your reading of ch. 3 of Nesbitt, (as well as other sources) write a rationale dealing with the positive aspects of simulation games. Include a consideration of the various major criticisms which have been leveled against simulation games, and justify their uses in the classroom by providing arguments in answer to criticisms.

4. Compire a list of 8 simulation games held at the Curriculum Resource Center which in your opinion could possibly be useful in a social studies classroom in grades 7 - 12. Use the evaluation sheets provided for this purpose, and classify them according to learning objectives. Include anecdotal evaluations of at least three (3) of the games.

5. Read the appended information on simulation games. Confer with your Practicum instructor and arrange for observation of use of simulation games in a classroom, and/or ask for a seminar on gaming.

6. Select a set of learning objectives to be taught in game format. Select (or develop) a simulation game capable of achieving your learning objectives. Master the game and make any alterations necessary for its application to your classroom. At this point - confer again with your Practicum instructor for scheduling.

7. Explain, introduce, organize -- teach the ideas, concepts, information contained in your learning objectives using the simulation techniques you have selected/developed.

8. Schedule an evaluation conference with your Practicum instructor and/or cooperating teacher.

(Optional) Design, build, and implement your own simulation game.

Enclosure for the Module on Simulation Activities

EVALUATION OF SIMULATION LESSONS

1. Confer with your Practicum instructor and agree upon acceptable criteria of pupil growth expected.

2. Prepare a written report of the simulation game. Include the following points:

    a) Objectives (behavioral)

    b) Statement of concepts, ideas, data to be learned.

    c) Pre-assessment activities.

    d) Learning activities. Describe the game and tell what happened as it was played.

    e) How did you evaluate your pupils? Include documentation.

    f) How well did it go? How and why would you change it were you to do it again?

CHECK LIST
FOR EVALUATING INSTRUCTIONAL GAMES

1. Is it the object of this game to promote learning of an important technique, or to enrich or reinforce specific knowledge or skills?
2. Does the game accomplish its stated goal?
3. Is it appropriate to the interest, ability and achievement levels of the students involved?
4. Are the learnings involved worth the time it takes to play the game?
5. Is skill, not luck, the criteria for winning?
6. Is it fun to play?
7. Can the game's directions, whether written or oral, be easily understood and followed by the children who will be playing the game?
8. Do all players actively participate in the playing of this game?
9. Are time requirements to complete this game reasonable in terms of the children who will be playing it and their class schedules?
10. Can the game be played within the physical confines of the available space?
11. Can the game be played without extensive pre-play preparations?
12. Can the game be played without direct teacher supervision?
13. Are the materials necessary to play this game available or easily purchased at a reasonable price?
14. If there are "winners" and "losers", will both winners and losers learn by playing this game?

EVALUATION OF INSTRUCTIONAL GAMES

Directions: Use with "Check List for Evaluating Instructional Games"

Name of Game:____

Description:____

____

____

____

Purpose:____

____

____

____

To be played by:____________________________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________

CHECK LISTS FOR EVALUATING AN INSTRUCTION GAME PRESENTATION

Part A: Teaching Procedures

		Yes	No
1.	Did trainee introduce the game in a manner that encouraged participation?	____	____
2.	Did trainee make participation optiona, with alternative activities available for those not wishing to play?	____	____
3.	Did trainee explain the purpose of the game?	____	____
4.	Was trainee clear in his directions and explanations of game rules?	____	____
5.	Did trainee provide adequate space and a suitable area for playing the game?	____	____
6.	Did trainee provide an opportunity for students to ask questions?	____	____
7.	Did trainee have all of the game materials he needed and were they distributed quickly and easily?	____	____
8.	Did trainee provide positive reinforcement to the players during the playing of the game?	____	____
9.	Did trainee allow for sufficient time to complete the game?	____	____
10.	Did trainee display a positive attitude toward the game's "losers" as well as the "winners?"	____	____

Part B: Student Behavior

1.	Did students volunteer to play the game?	____	____
2.	Did students listen carefully to directions?	____	____
3.	Did students follow the directions without difficulty?	____	____
4.	Were all players actively involved in the game?	____	____
5.	Did students display enjoyment in the playing of the game?	____	____
6.	Did students maintain their interest throughout the entire game?	____	____
7.	Did students complete the game?	____	____
8.	Did the attitude of the game's "losers" reflect a willingness to play again?	____	____

Games Simulating Political Processes

All students in the class form a legislative body.

On the basis of individual choice, determined by a questionnaire, students are organized into two parties. Each party is further divided into two factions, mavericks and loyalists.

Each party meets to select its leadership. The majority party selects the leadership for the legislature itself.

The class is organized into 2 - 4 substantive legislative committees. The teacher selects the committee chairman from the majority party.

Committees do research and debate the drafting of a piece of model legislation in an area of interest. At a specified time, each committee must report its legislation to the floor.

The teacher assigns each piece of legislation a "rule", limiting debate and ammendments. She consults with the chairman of the committee in making this decision but does not always follow his advice.

The teacher assigns each member of the class a number of "commitment cards" for each piece of legislation. The questionaire is used to help her make this decision. Also, she distributes the cards to correct vast discrepencies of power within the legislature. The number of cards given to each player is known only to the player, although a player may reveal this information as he sees fit.

In order to vote, a player must have at least one card. A player with no card, is not allowed to vote but he may participate in the game in other ways.

Players may lose cards in the following manner.

1. The teacher will circulate, from time-to-time, letters from constituents. Some of these letters will constitute "pressure" on the legislator and he will be asked to surrender one or more cards on a particular issue.

2. Key members of the legislative body will be given "power cards". If a student is presented with a power card, he must surrender one commitment card.

In an environment allowing for free movement, the students debate, ammend and pass on the legislation which has been developed.

Games Developing Inquiry Skills Related to Specific Social Sciences Disciplines

Students are given a package of data about any historical, political or social event. They play the role of a social scientist trying to make an informed judgment about the nature of social reality based on the data revealed. For example:

Students are divided into small groups. Each group is given a site map of an abandoned camp of a neolithic people.

The map comes with a set of pictures or samples of artifacts found in the camp. The map shows the location and the distribution of these items.

Students play the role of anthropologists making inferences about the nature of society.

The teacher provides a structure of specific questions which need to be answered by the students within the time limits of the game.

Games Developing Information-Gathering Skills

Students select individual members of Congress--preferably members serving on a single committee of interest to the class.

Using the Congressional Quarterly Almanac and other sources of public information, the student researches the background and political situation of the Congressman he has selected.

The teacher presents the students with a policy-making problem likely to come before the committee. The students do some research on the problem.

Students debate and resolve the problem within the structure of the committee adhering, in their best judgment, to the motives and patterns of behavior of the congressman they have studied.

Games Simulating Market Mechanisms

Each student in a large or small group is told to play the role of a small farmer who must decide to make a series of investment decisions about the use of his resources to plant crops. Each farmer has a ten acre farm. He may plant all or part of his farm with any combination of the following crops:

Rice
Tobacco
Cotton

He may also decide to leave his land idle.

At the end of each planting, a player must have a certain amount of money for subsistence. If he fails to achieve this amount, he loses his land. A player may borrow money from any other player to prevent this from happening. Any terms may be given for such a loan that can be realized in bargaining. The teacher will act to enforce any agreement that is reached.

Players are given no information about the history of the market.

In each round of the game, the teacher responds to the investment decisions by posting a "market price" for each commodity.

Students compute statements of profit of loss in each round of the game and make decisions for the next round.

The teacher can manipulate the prices of the products in the market to focus on different economic processes. For example, he can make one or more products "high risk/high gain" investment items. Other products can be relatively safe investments with low returns. The teacher can structure the system so that a great deal of inequality develops. The teacher can build an "international depression" into the system.

The teacher announces the end of the game at an unspecified moment.

Games Simulating the Interaction of Man and His Social and Environment

Students are given a map of a real or fictitious city or urban region. Students are given an inventory of problems which must be solved or decisions which must be made with respect to this city. Students play the roles of leaders with clearly defined constituencies. They are given (or develop through research) the essential background of their group. They are given a set of goals for their group which may or may not be in conflict with the requirements of the city.

Students are given access to a number of institutions which have the power to make decisions influencing the region and the individual group. Access does not have to be equally distributed among the groups.

The rules for the making of decisions within the institutions must be clearly specified.

The groups work to solve the problems of the region without damaging the interests of their group.

MODULE: LEARNING ACTIVITY PACKAGES

RATIONALE: One of the most striking realizations that confronts a classroom teacher is that a class consists of a number of individuals each with his own set of strengths, weakenesses, interests, aversions, behavior patterns, and values. A good teacher (one who aspires to reach the celestial heights of being a "Professional") must take note of these individual differences and attempt to provide a program of instruction that will allow pupils to take advantage of their interests and strong points. Such a program of individualized instruction should provide a variety of approaches to subject matter that can be selected by the students and pursued at their own rates of learning. One way for the ordinary (mortal) pedagogue to provide for such individualization is by the use of Learning Activity Packages (L.A.P.s).

OBJECTIVES: When you have finished this module/activity, you should be able to create a LAP of your own, on any subject/topic dealt with in a school curriculum, which has the following attributes:

1. a RATIONALE which convinces (or at least tries to convince)the student that he should attempt the LAP.

2. A set of OBJECTIVES, written in behavioral terms, by which the student can measure and evaluate his learning, and which, on completion, he can be measured and evaluated by you. (These objectives should include both the Cognitive and Affective domains of learning--If you need to refresh your memory on these, refer to Fraenkel, pp.32-36).

3. at least four different ACTIVITIES by which each objective may be achieved and measured, each of which caters to a different intellectual, motivational, or ability grouping (multi-media and multi-mode.).

4. a PRE-TEST which measures prior knowledge of the student and which could be used as a post-test to evaluate any changes in student attitudes and behavior after completion of the LAP.

5. provides the student with a BIBLIOGRAPHY (of both books and non-reading materials) pertaining to this content area.

PRE-ASSESSMENT: None, as there is no sense in attempting this module if you are going to try to pre-assess "out of it".

ACTIVITIES:

1. Read Fraenkel, Helping Students Think and Value, "Chapter IV--The Selection and Organization of Learning Activities". (pp. 144-169). Do the exercises on pp. 169-172. Check your answers on page 400. If you obtain 90% correct answers, you have reached the ORIENTATION level for LAPs.

2. Check through and study the LAPs in the Practicum Room(which are the products of previous practicums). Look for the common elements in these LAPS--structure and format--noting the various types of media and modes which they employ, as well as the self-pacing and evaluation aspects.

(NB: These LAPs are of uneven quality. It would be useful to you if you were to study them carefully enough to determine which of them are in fact good LAPs and which are not so good, and Why. This might be a good "group" activity for you to engage in with others in the practicum who are at about the same state of advance as you now are.)

3. Determine which of the Laboratory Schools you wish to prepare a LAP for. Visit the school, confer with the co-operating teacher there. Find out approximately what subject/content area he will be dealing with at the time you expect to have your LAP ready.

4. Assess the class to whom you will administer your LAP. (NB: This may take several days, during which you will be assessing the class and also preparing the LAP, both at the same time).

5. At this point, you may wish to see your Practicum Professor to have any questions that have arisen answered, and/or you may wish for him to arrange for a lecture/workshop conducted by Dr. Sidney Rollins of R.I.C.(one of the foremost authorities on Individualized Instruction in the U.S.). You might also return to Gilbert Stuart, or ask your Practicum Professor to arrange for a visit to Portsmouth Middle School, to see students at work on LAPs.

6. Having decided on the topic (content) of your LAP, now determine both a rationale for having the students do it, and work up a set of objectives (stated in behavioral terms) which you want the students to achieve by completion of the LAP.

7. Check out both rationale and objectives with your Practicum Professor.

8. Develop a series of activities (multi-media, multi-mode) for each objective. Indicate how you will evaluate students on each. Check with Practicum Professor before going on to #9.

9. Write up a completed Learning Activity Package now, and, after again checking it with your Practicum Professor, AND with your co-operating teacher, duplicate it for your Laboratory class. (Be sure to make enough extra copies for your Practicum Professors, your file, the Lab teacher, yourself, and for loss of original copies by students).

10. Administer Lap to the class. (Normally the LAP should be geared to take from one to two weeks for the students to complete.)

POST-ASSESSMENT Post Assessment in this module consists of satisfactory performance of items 9 and 10. Evaluation of the LAP will be in terms of student achievement of your objectives. However, considering the time and effort involved in completing this module, you will NOT be expected to re-teach it. You WILL be expected, on completion, to hand in your own written critique of the LAP, stating its majors strengths, weakesses, successes, failures, etc,&,as far as you are able to determine, the reasons WHY. This evaluation should be shown to your Practicum Professor and then placed in your file.

MODULE - TEACHING AND VALUE QUESTIONS

Rationale: All teachers must deal with a number of problems which are essentially rooted in questions of human choice and human preference---value issues. Value issues are particularly troublesome for the social studies teacher. This module attempts to assist the social studies teacher in the isolation and analysis of a variety of value issues which arise in the social studies classroom. The module also attempts to assist the social studies teacher as he develops methods and materials which can be useful in dealing with value issues. In short, this module focuses on two problems which the social studies teacher must confront. First of all, most value issues which arise in the teaching profession require that the teachers involved make a number of value choices for themselves concerning the role of the teacher in his classroom and his relationship to the student and to the public. After these choices have been made, the teacher must be able to apply his skill in teaching to those value issues he has chosen to confront.

Objectives: Upon completion of this module you will be able to accomplish the following:

1. Given a list of seven different kinds of value issues which the teacher must confront in the social studies classroom, the student will select one area in which he is particularly interested. For this area, he will demonstrate his ability to prepare a set of behavioral objectives for teaching in this area. After writing these objectives, the student will demonstrate the ability to prepare an assessment activity related to the objectives.

2. The student will demonstrate his understanding of the word "value" and the implications of this term for the classroom teacher of social studies by passing a brief objective or essay examination on this subject. The student will select the type of examination he prefers.

3. Given a list of seven different categories of value issues which confront the social studies teacher, (as in item #1 above) the student will develop a rationale for teaching in each of these areas. He will write his rationale for teaching in three of these areas in his journal. Upon completion of this written exercise, the student will defend his rationale before his practicum professor. This defense can take place in an individual meeting with the professor or in a small group discussion session involving the professor and several students. The student's defense

must show that he recognizes the variety of human choices which make these issues questions of value. His defense must further demonstrate that he is familiar with points of view that conflict with his own.

4. The student will demonstrate his understanding of the "clarifying response" by providing an appropriate clarifying response to ten student questions.

5. The student will be able to make a "value sheet" using:

a. Materials he has written himself.

b. Materials he has found in literature, the news, or other non-professional sources.

The student will discuss his work with his practicum professor. In the discussion the student will be able to identify and explain at least five other methods for clarifying values in the classroom.

6. The student will demonstrate an ability to identify and assess student values by successfully interviewing two students to determine their value orientations on a topic selected by the practicum student. The topic should not be one of great public controversy about which students are likely to have well-defined opinions. Rather, the topic should be one where the values of the students are likely to be latent and in need of clarification and articulation.

OR

The student will conduct a small group discussion with at least three students in which a value issue (as described above) is discussed.

7. The student will demonstrate his ability to use materials dealing with public controversy in a classroom by preparing a complete lesson plan for a 40 minute lesson in this field. In conference with the practicum professor, the student will be able to explain two alternative sets of teaching activities which would fulfill the objectives of his lesson.

If it is appropriate, the student will teach this lesson under proper supervision and observation.

8. The student will demonstrate his ability to use materials relating to citizenship training and political education by preparing a three-day unit or a learning activity package of similar complexity on an American political institution, and important American political process or a political value of major importance. This activity can be handled in a manner which emphasizes history, political science, economics or some other social science discipline and it does not necessarily have to relate to contemporary political or governmental affairs. In conference with the practicum professor the student will explain and defend his unit or learning activity package.

If appropriate, the student will teach is unit or use his learning activity package in the classroom under proper supervision and observation.

Pre-assessment: Read the brief outline on the scope of value issues in the social studies classroom. (This outline is attached below in Activity #6. Review the objectivies, activities and post-assessment activities for this module. If you feel that you are presently competent to deal with any of these questions without working on the activities prescrived, move directly to post-assessment activities.

Activities: 1. Read Jack R. Fraenkel, Helping Students Think and Value, Chapter VI, pp. 228-277, "Teaching Strategies for Developing Valuing."

2. As you read Fraenkel, pay special attention to his footnotes. Begin to prepare a professional bibliography for yourself in the area of values and teaching.

3. Check your understanding of the material in Fraenkel by completing the exercises on pages 274-277 of his work.

4. If, after reading and self-evaluation, you feel the need for additional help with this material do one or more of the following:

a. Consult your bibliography and ask your practicum professor for additional reading materials.

b. Consult with another student who has completed this module.

c. Meet with your practicum professor for a discussion of your problems.

d. Join with several other friends needing help and request a lecture, small-group discussion or demonstration from your practicum professor or on the area that is causing you difficulty.

e. Check your progress again with the exercises in Fraenkel, pp. 274-277. Note that the answers for those exercises are found on pages 402-403.

5. Read Louis E. Raths, Merrill Harmin, Sidney Simpn, Values and Teaching, pp.1-47. Consult with your practicum professor if you have any difficulty with this material.

6. Begin to prepare your rationale for three of the seven linds of value question confronting the social studies teacher.

(1) Pedagogical Values.
(2) Affective Commitment to Subject Matter.
(3) Clarification of Personal Values.
(4) Clarification of Values in Conflict.
(5) Values as Data
(6) Controversy in the Classroom.
(7) Civic or Political Education.

To provide some focus for this activity, you might want to respond to the following outline which describes the value issues above through the presentation of brief statements advancing opposite and extreme statements with respect to the role of the teacher in teaching values.

Outline of the Scope of Value Issues in the Social Studies Classroom

1. Pedagogical Values.

While it is true that some values must be enforced in the classroom simple to have the order necessary to carry forward instruction, these values must be kept to a minimum lest they interfere with the most fundamental of all academic values---freedom. Consistent with this is the general principle that the values which are enforced must be ones that the students themselves understand and support. In short, while the classroom must have order that order must be democratic in character.

Education cannot proceed without the active enforcement of the values of order, honesty and non-violence. Student consensus in these matters has great value but it is not nearly as important as student compliance. As a matter of fact, one of the primary functions of the educational system is to develop in the student the capacity to function in social institutions which are structured, disciplined and productive. Even the most democratic society is filled with institutions in which authority is not fixed by democratic procedures. Students must be able to function in a variety of institutional contexts.

2. Affective Commitment to Subject Matter.

People who talk about developing a "love for learning" or a "love" for a certain subject are not to be taken seriously until they produce an acceptable set of behavioral objectives for their teaching. This kind of talk is too frequently a rationalization for the failure of the teacher to teach the hard skills and ideas of their disciplines. Also, it is a mistake to think that it is the "love of learning" in a platonic sense that keeps people in school or at work with ideas. It is the challenge and the need of the real world which accounts for most of the lively minds in this universe.

Mastery over subject matter is only one of the reasons students are in school and it will not, of itself, insure a lively and self-renewing intelligence after formal education is complete. A good teacher wants students to love and appreciate knowledge itself. In practical terms, this means the teacher must strive to make the students love the subject she is presently teaching. Of course, this goal must be sought in a highly general sense. No single student can be faulted for his particulas interests and enthusiasms, but it is surely a failure of the educational system is we find that students are reaching, say, the eighth grade without having at least one experience of intense involvement with a subject.

3. Clarification of Personal Values.

Teachers should realize that there are some things they have a responsibility to teach and other things they should clearly accept as none of their business. Generally speaking, the school should not be too concerned with the personal values of the student if those values do not pose a problem for the order of the school. Give the student and his parents some area of responsibility. Teach the kids to read.

4. Value Conflicts.

To be able to identify and approach, on an intellectual level, the diversity of human preferences and values is a valuable experience for students to have especially is the experience leads to higher values such as tolerance, empathy, respect for compromise, and respect for creativity and the ability to seek and accomplish a synthesis of values.

The most important thing that the school can do is to help students to know themselves. To know oneself it is necessary to understand one's preferences. The distinction between thinking and valuing is not very clear. Values are concepts and valuing requires the consideration of alternatives on an intellectual as well as an emotional level and involves the communication of these preferences with skill and force.

Students hardly require formal instruction to realize the extent to which values are in conflict in our society. Any value conflict which can be introduced and discussed in an intellectually valid way in a modern secondary classroom probably isn't much of an issue in the first place. The real value questions, the teacher would be well advised to stay away from. After all, what would be served by discussing race relations in a classroom mixed with the children of members of the KKK and the Black Panthers? If tolerance is an objective of your lesson, please write those objectives in behavioral terms.

5. Values as Data.

The social studies curriculum should be comparative and should emphasize the scientific study of human diversity. This study must ultimately reach the diversity of human values which is the source of most other forms of diversity.

Science has its place in the curriculum of the social studies, but this does not mean that the teacher should take a "neutral" or relativistic stance with respect to questions of human diversity. Students should come out of public education strongly supportive of their own culture's values.

6. Controversy in the Classroom.

Public controversy adds interest and excitement to the social studies classroom, but this is not a sufficient justification for embracing controversial subjects in social studies classrooms. In the first place, many teachers rush to introduce controversy to salvage or support a failing teaching effort. Secondly, one would expect a well-educated social studies teacher to have strong personal and partisan opinions on public issues. It seems unlikely that he could adequately control his own biases.

It is not wise for students to move into the political system without the experience of analyzing and defending critically controversial public positions. Any teacher who cannot adequately control his own biases is not very competent and should be eliminated on this ground. Better to eliminate irresponsible teachers than to try to eliminate the teacher's freedom to deal with controversial issues in the calssroom.

7. Civic and Political Education.

Training for citizenship in our society is training for a life of participation, controversy and political action. This has traditionally been a task for public education in the United States and this sort of training is essential for the success of our democracy. Efficacy and a desire for political participation id the prime value which the schools must foster.

Training for citizenship in our society is training which should aim to develop an understanding of the forces and symbols which make Americans one people. Loyalty is the essential quality the schools must foster. Participation is clearly a secondary value simply because, in a free society, citizen participation is left up to the citizen.

7. Prepare a set of instructional objectives and assessment activities for a lesson in one of the categories developed in activity #6.

A good reference in this area is:

Robert F. Mager, Developing Attitude Toward Learning. Copies of this book are available in the practicum room.

As you work on this activity, you may find it wise to keep the following things in mind:

a. While it is possible to state your objectives in behaviorl terms when dealing with values, pme rarely sees a rapid change in the value orientations of human beings. Therefore, it may seem reasonable for you to state your goals and objectives for a course or a unit of instruction rather than a single lesson.

b. Remember that the assessment of your teaching in this area is essentially for your benefit and had little to do with the evaluation of your students for a grade. Accordingly, the evaluation techniques which you use may protect the anonymity of your students and they may also measure the aggregate behavior of a class or a group of students.

8. Read the materials on the "clarifying response" in Raths, Harmin, and Simon, Values and Teaching. (Cited in activity #5 above, pp. 51-82.) Review the materials in Fraenkel, Helping Students Think and Value. pp. 232-238.

9. Request a copy of the "clarifying response" exercise from your practicum professor or from the departmental secretary. Complete this exercise and turn it in to practicum professor as required in post assessment activity #2 below.

This activity is not an examination. You may work on it for as long as you want and you may seek help from friends or from written materials. There is no right or wrong answer to the questions posed, although some answers are clearly more appropriate than others.

10. Read the material on the preparation of the "Value Sheet" in Fraenkel, pp. 228-277 and in Raths and Harmin, pp. 52-111. You should be familiar with this material from earlier reading. Prepare a value sheet on a topic of concern to you which you might also want to integrate into your teaching in this field.

11. Using students at one of the teaching centers, select two students and conduct a structured interview with them on some subject or topic which relates to a value topic.

The topic you select should be a value which is more-or-less "latent" for the student. That is, do not select a topic upon which you would expect a student to have a great deal of specific information about or which has been previously analyzed by the student. The value should have a universal aspect to it, such as:

a. brotherhood
b. charity
c. loyalty
d. freedom
e. friendship
f. non-violence, etc.

The purpose of your interview should be to clarify and identify the student's position on this topic. In preparing for your interview you might consult a general reference work on the area of values. For example, you might want to read the references supplied in the Great Ideas of the Western World series which is available in the reference section of the library. You will find this work is well-indexed.

or

The student will conduct a small group discussion with at least five students in which a value issue is discussed. Note: You may integrate this activity with activities #12 or #13 below or with the module on small group activities.

You should tape record the discussion or the interview.

12. Prepare a single lesson of at least forty minutes in which you deal with an issue of public controversy. The best source of information about matters of public controversy is probably the newspaper.

Before teaching this lesson, prepare at least two alternative sets of activities by which this lesson might be taught.

Bring your objectives and your plans for the practicum professor for review.

Arrange to teach the lesson at one of the centers, if this is appropriate.

13. Develop a brief unit on citizenship training by selecting an American political institution, or political process which you will examine.

You may develop this lesson through the use of history or you may take an approach appropriate to any other social science discipline.

In developing this unit, you should consult the Congressional Quarterly Almanac for information relating to the institutions and processes of the national political system.

Bring your plans to your practicum professor for his review and discussion.

Arrange to teach your unit at one of the centers if this is appropriate.

Post Assessment:

1. Contact your practicum professor for a brief examination on the reading you have accomplished for this module. At the time you take the examination turn in your rationale for evaluation by your professor.

2. Bring your tape recordings, your value sheets, and your lesson plans to your practicum professor for evaluation when you have completed them.

3. If you teach any of the lessons you have planned, arrange to have your lesson observed and critiqued by your practicum professor or by the teaching center instructor.

MODULE - ASSESSMENT AND EVALUATION

Rationale:

All of the time you have given to the preparation of teaching objectives and the planning of instructional activities will be less than effective without proper and skillful evaluation of the nature and behavior of your students before and after your teaching.

To gain real skill in evaluation requires a sustained experience teaching with your own class. This experience will be developed in your student-teaching assignment. The experience you will gain in this module will familiarize you with the basic terminology and some of the literature of evaluation. You will also become familiar with the preparation and use of diagnostic and summative evaluation devices in actual classroom situations.

Objectives:

After completing this module you should be able to:

1. Distinguish between diagnostic, formative and summative evaluation. Your skill in this will be determined by your ability to use these terms in a discussion of your teaching with your peers and professors.
2. Construct at least one evaluation instrument or device for use in an actual classroom situation.
3. Use your diagnostic device in the evaluation of student behavior.
4. Use your summative device in the evaluation of student performance.

Pre-Assessment: None

Activities: Diagnostic Evaluation

1. Read: "Diagnostic Evaluation" in Fraenkel, Helping Students Think and Value, pp. 52-90.
2. Check your understanding of this material by completing the exercises in Fraenkel, pp. 88-90.
3. For additional material, read: Fox, Lusyki, Schmuck, Diagnosing Classroom Learning Environments: Gordon, Studying the Child in School. These materials are on reserve in the school library.
4. During the initial weeks of school, you will be visiting the teaching centers for observation. These periods will be scheduled by your practicum professors for the entire class. You will be visiting the centers as a group.
5. Form a group of your fellow students. Discuss the problems of diagnostic evaluation in the schools you have observed. You may request your practicum professor to sit in on this discussion, if you want.
6. Working with your group, design a diagnostic device which will be useful in gathering information you think you will need for working with these students. (Note: Each group will design one device. The groups will be able to pool the information they are developing for the use of all practicum students later in the year.).
7. Discuss your diagnostic device with the practicum professor.
8. Apply this diagnostic device in one of the teaching centers. Note: In most cases you will be doing this at Gilbert Stuart Middle School.
9. Select one student in one of the classes you are working with. Observe this student at work. Find out what his learning difficulties are with respect to the material he is working with during your period of observation.

Activities:
(Continued)

10. Using the information you have developed on your student, prepare an informal lesson which you will use to teach this student on a one-to-one basis.

11. Prepare a brief, 1 - 2 page profile of this student and turn in to your practicum professor for evaluation and discussion.

Summative Evaluation

12. Read: Fraenkel, "Summative Evaluation" in Helping Students Think and Value, pp. 278-332.

13. Check your understanding of this material by completing the exercises on pp. 330-332.

14. As this course develops you and your fellow students will be preparing and teaching a variety of individual lessons at the teaching centers. Assign yourself as an "Evaluator" for individual lessons taught by two of your fellow students or evaluate one student for two consecutive days.

15. Consult with your fellow-student on his plans and objectives. Prepare appropriate test instruments for measuring the progress of students in the teaching centers in terms of the objectives of the lesson.

16. Consult with your practicum professor about materials you have prepared.

17. Observe the class you are to evaluate as it is taught by your fellow-student.

18. Administer, score and evaluate the test which you have designed.

19. Participate in a critique session with the student whose teaching you have observed and evaluated. The practicum professor and teaching center instructor will also participate in these critique sessions, but you should play a leading role in the session.

Post-Assessment: Assessment of your work in this module will be accomplished in the following manner.

1. After you have turned in your student profile (activity #11, above) meet with your practicum professor to discuss your diagnostic activities.
2. After reviewing your summative evaluation devices, your practicum professor will meet with you to discuss problems of summative evaluation.

APPENDIX

For English Practicum Students

The modules that follow describe specific learning procedures for teachers of English. Although it would be possible for practicum students to work them through without having done the ones that precede them, it would certainly not be very efficacious to do them that way. Rather, you should have at least accomplished the modules on lesson planning, unit planning, writing objectives, set and closure, assessment and evaluation, and small group activities first. Indeed, you should probably have done all or most of the required modules before doing these. This is so because the skills to be learned in those modules will be needed to successfully complete the ones on "Using Language in the English Class." But we do suggest that you start doing these modules somewhere around the half way mark in your practicum. They require more reading and preparation than other modules.

These modules will introduce you to the English curriculum as it has been historically viewed, the trends that have developed in the teaching of English, and the most recent experimentation in methodology for teaching English. The first stage of the objectives and activities for each will be at the orientation or familiarization level, stage two will bring you to the process of applying your knowledge through analysis and synthesis in making plans for teaching strategies based on your knowledge. Finally, you should be able to work at the pre-professional level in executing your plans in teaching situation. The first module in this series is a basic prerequisite for the other two which are more specialized. Here is an annotated list of what these modules contain:

1. Using Language in the English Class - I (Required)

   This module traces the development of the English curriculum to the present time. It requires your understanding of the basic method of the "student-centered curriculum," as well as your application of this method in the planning and execution of a mini-lesson.

Choose II A or II B

2. Using Language in the English Class - II A

   This module will familiarize you with the basic method for using dramatics in the English class. It requires your understanding of the role of creative dramatics in an English class and how to use creative dramatics as a central method for developing language activities in the English class. It requires you to work with a group of fellow practicum students on a unit plan to apply your knowledge and to execute your plans with your cooperating teacher in one of the centers.

3. Using Language in the English Class - II B

   This module will familiarize you with some of the innovative strategies based on the "student-centered curriculum" concept for teaching composition skills. It requires your familiarization with the teaching strategies, your planning a series of two or three lessons based on these strategies, and your execution of your plans with your cooperating teacher at one of the centers.

MODULE: USING LANGUAGE IN THE ENGLISH CLASS - I

Rationale: The teaching of English is a controversial subject being discussed in teachers' rooms and living rooms. Many teachers and parents disagree over the specifics of the English curriculum. Some feel that there is a body of knowledge that must be learned by all, while others insist that English is a process subject involving communication skills. What many people don't know is that the subject of English is not a very old one, and that there has always been some disagreement over what English is. This module will lead you through the major developments in the English curriculum over the past seventy years and up to the most contemporary trends for teaching English today. These methods and trends follow current knowledge about language development. They organize the curriculum around observing, listening, and speaking as natural points of departure for developing skills in reading and writing. In this type of curriculum, developmental processes of language growth are primary, and content areas like literature and grammar come into the curriculum only as they are needed in this growth process. Naturally, this is innovative and also a controversial way to teach English, but it has been successful for those who were well-prepared to do it. This module should give you a strong basis for experimenting with teaching English this way. You should not try the strategies involved in it until you are thoroughly familiar with the underlying principles. What follows in the next two modules will lead you to more specific applications of the method with the hope that you will be able to further develop teaching strategies using a student-centered approach.

Objectives:

1. The student will describe in his own terms the basic philosophy of a student-centered English curriculum.

2. The student will make a list of ten possible teaching strategies for a secondary English class based on the student-centered concept for teaching

3. The student will make a checklist based on principles and purposes of a student-centered English curriculum which will be used to evaluate and critique his own execution of a plan to teach an English class.

4. The student will draw up a lesson plan to teach a mini-lesson based on the student-centered approach.

5. The student will execute his plan in a mini-lesson which will be evaluated by the practicum instructor and other practicum students, using his own instrument for evaluation.

Pre-Assessment: Submit to your practicum instructor written proof that you have accomplished objectives one and two, and ask for his assessment before proceeding to the suggested activities that follow number three below. It is suggested that you do not attempt this pre-assessment unless you have some familiarity with the material contained in the first three activities below.

Activities:

1. Read "Schools, College, and Curriculum," by Dan Dolan in English Education, IV, 3 (Spring, 1973), p. 181-201 for a concise overview of the fluctuations in the English curriculum over the past seventy years or so. Your practicum instructor has copies of this article available for you. Consult the references in the footnotes for further elaboration of details.

2. Read Robert P. Parker, Jr. and Maxine Daly's treatment of the Dartmouth Seminar's effect of the curriculum in Teaching English in the Secondary School (Macmillan, 1973), especially Chapter 2, pp. 34-57. Your practicum instructor also has available for your use the "Points of agreement" of the participants of the seminar For a more complete coverage, read Herbert Muller's The Uses of English (New York, 1967) or John Dixon's Growth Through English (London, 1969).

3. Read the first three chapters of Parker and Daly's book referred to above to help gain insight into what is meant by a "student-centered" curriculum. You should consult James Moffett's Universe of Discourse and A student-Centered Language Arts Curriculum, Grades K-13, A Handbook For Teachers. These books are available from the practicum library. The latter book especially will be invaluable in helping to complete this and the following modules.

4. Before beginning to make a plan or to set criteria for evaluation, consult your practicum instructor about the films and videotapes available in the Curriculum Resources Center. He will make available for you to view at least one film or tape showing an English class in action, using the general principles described in this module. (If you have not done so, you should be involved in the pre-assessment described above by now).

5. Design an evaluative instrument for observing and critiquing a class using the principles of a student centered curriculum and ask your practicum instructor to review it.

6. Write out a plan for a mini-lesson using this approach to teaching English and ask your practicum instructor to review it.

7. Using your fellow practicum students as a simulated high school class, execute your mini-lesson plan. This lesson will either be videotaped and evaluated, or an on-the-spot evaluation will take place involving the practicum instructor and two fellow-practicum students.

Post-Assessment: Included in Activities

MODULE USING LANGUAGE IN THE ENGLISH CLASS - II A

Rationale: The best way to teach anything is in a dramatic setting. It would be difficult to disagree with a statement like this one, especially if you teach English. Some of the experts in the teaching of English even contend that the only way to teach English is through drama. This means that all of the things which you can think of as happening in a high school English class can also be accomplished when the class is engaged in dramatic activities every day. Some skeptics agree that this all sounds very exciting, and maybe even relevant, but they just don't believe it can be done at the high school level. They feel its alright for elementary school children to play games, but that the business of the high school is much too serious and time-consuming for this kind of teaching. The idea of drama at the heart of the high school English class has nevertheless been gaining momentum in the United States, and it is already a full-blown reality in Great Britain's secondary schools. This module will introduce you to the ideas of some of the prime movers for using drama as a vehicle for teaching high school English. It will also lead you to some of the practical problems in teaching this way, as well as to some means for overcoming those problems. Finally, it will get you to try out teaching English through the dramatic mode.

Objectives: After completing this module, you will be able to successfully complete the following objectives:

1. The student will provide answers to the practicum instructor for these questions:

   a. How can an English teacher meet the responsibility of "covering" his curriculum if he uses only drama in his classes?

   b. How can a high school "mini course" be taught through dramatic activities?

   c. How can an English teacher who has not been schooled in theater arts learn to use creative dramatics?

2. The student will write a description of four lessons in which high school students engage in creative dramatics and will explain how the subjects of language, literature and composition are incorporated into each of these lessons.

3. The student will corporately design and execute a six day unit plan that uses creative dramatics for each lesson.

Pre-Assessment: Each of the objectives are to be accomplished in the order they occur. As each is completed, the student will consult the practicum instructor before moving on to the demonstration of completion of the one that follows. The activities may be done in any order, except that number six be the last one you do. The order below is merely a suggested sequence for you.

Activities:

1. As an introduction to what kind of a class we are talking about, read the article in the April, 1973 issue of the *English Journal*, entitled "Creative Dramatics -- A Visit to a Class." Copies of this article are available from your practicum instructor. Also, consult your practicum instructor about the possibility of observing an English teacher using creative dramatics with a high school class. He will be able to make an appointment for you to do this.

2. Read Chapter 1 and Chapter 11 of *Development Through Drama* by Brian Way for a British teacher's view of this type of teaching. This book is in the bookstore, the library, and your practicum instructor has a copy of it.

3. Read the introduction and any chapter from Part One and Part Two of *A Student-Centered Language Arts Curriculum, K-13, A Handbook for Teachers* to get an idea of how to use this mode of teaching from an American who has successfully experimented with it. This book is in the library, the bookstore and in the English practicum library.

4. Arrange with the Curriculum Resources Center to view one or more of the videotapes available for English practicum students:

    a. Creative Dramatics (Hunter College)
    b. Ghost in the House (Hunter College)
    c. Improvised Drama in Senior High School (University of Washington)
    d. Movement in Time and Space (Penn State Univ.)

5. Study Chapter 4 of Parker and Daly's book Teaching English in the Secondary School. It will give you some practical advice on how to plan for the English class and how to design a unit plan.

6. Plan a high school English unit that will take six class days. This unit will be entirely in the mode of creative dramatics. It will be planned for by three practicum students who will consult the cooperating teacher for the content he wants covered in these classes, and each of whom will teach a part of the unit. After the planning has been done, use a micro-teaching situation for each of you to try out some aspect of the unit. Your practicum instructor will help set up the micro-teaching and act as critic. Criticism is an important aspect of the learning experience for you. While the lessons are in progress at the center, the two practicum students who are not teaching should also act as critics. Design a suitable instrument for observation before you begin teaching.

    Your practicum instructor and cooperating teacher should be able to help in this matter. The practicum library will have a good bibliography for teaching in the dramatic mode, (see especially Dramatics and the Teaching of Literature by James Hoetker), but the best immediate sources for teaching strategies are:

Viola Spolin.	Improvisation for the Theater
James Moffett.	A student-Centered Language Arts Curriculum, Grades K-13
Brian Way.	Development Through Drama

The first two of these will be in the English practicum library for your ready reference. The library or your practicum instructor should be consulted for the third one.

Post-Assessment: Included in Activities

MODULE USING LANGUAGE IN THE ENGLISH CLASS - II B

Rationale: One of the biggest problems you could face as an English teacher is teaching students to write. But don't feel discouraged if you find in your practicum experience that it's difficult to get students to write well, or even to write at all! Most English teachers experience the same thing, and most English teachers really don't feel they know how to teach writing. A survey done by the National Council of Teachers of English in 1963 showed that two-thirds of the English teachers of the nation felt they were inadequately prepared to teach composition. Yet, it is certainly expected that all English teachers somehow teach students to write. Many English teachers have sought to do so by trying to teach grammar, hoping it will at least get the students to write correct sentences. This is a sad waste of time however. For those who are skeptical about it, Richard Braddock and other researchers have written a book that shows conclusive evidence that the teaching of grammar not only doesn't help, but it actually harms any attempt to teach writing (see Research in Written Composition, Champaign, Illinois: NOTE, 1963). It is the purpose of this module to provide you with some insight into the nature of the writing process, to introduce you to ways to teach students to compose in a natural setting that really develops their potential for writing, and to help you to try one of the strategies you develop in a high school English class.

Pre-Assessment: To be a good writing teacher, you should first ascertain your own knowledge and ability of written communication. A good instrument for evaluating potential teachers' writing ability is provided by J.N. Hook, "Qualifications of Secondary School Teachers of English: A Preliminary Statement," College English, 27 (November 1965), 167. Obtain this article from the library and use the instrument yourself on samples of your writing in college. Ask your practicum instructor to review your evaluation of your writing, and maybe you can even enlist the services of some of your fellow practicum students and/or cooperating teacher. Then write a self-assessment of writing competencies and draw up a plan for your future growth and development in writing pedagogy so that you can eventually explain:

1. the origins, evolution, and purposes of composition teaching.
2. the premises which underlie creativity in language and the conditions necessary to its appearance.
3. the composing process in children and adolescents.
4. the most prominent research findings on the teaching of composition.
(Eugene H. Smith. Teacher Preparation in Composition Champaign, Illinois: NOTE, ERIC, 1969).

Give this paper to your practicum instructor before beginning the other activities in the module.

Objectives:

1. The student will describe his own knowledge and skill in written composition as "minimal," "good" or "superior," according to the instrument described in the pre-assessment.

2. The student will devise a plan of study for his own future growth and development in writing pedagogy.

3. The student will write a detailed description for each of five different situations in a high school English class in which students will work together to learn writing skills in correlation with the contents and skills of listening, speaking, and reading.

4. The student will teach a lesson in which a group of younger students perform and correlate several forms of expression (linguistic and non-linguistic), and which will eventually produce samples of written communication for analysis.

5. The student will demonstrate his ability to analyze composition critically while still encouraging the student as a writer by conducting a consultation with a younger student about samples of his composition. This consultation session will be video-taped for appraisal by the cooperating teacher and the practicum instructor.

Activities:

1. You will learn a great deal about evaluation procedures for composition as you do your own evaluation. For some insight into things to look for in student composition, consult Teaching Language and Literature by Walter Loban, Margaret T. Ryan, and James R. Squire, especially pages 366-375. They also suggest a very good procedure for using peer-evaluation with high school students on pages 339-341. This book is available from your practicum instructor and the library. When planning for evaluation, and that's as good a place as any to begin planning, always remember to put the student at the center. In fact, what you should try to do eventually is to teach him how to evaluate his own and others' composition. James Moffett has much to say about this also in his book when he speaks of a "writer's workshop."

2. Read Chapter 5 of Parker and Daly's Teaching English in the Secondary School (referred to in the first module in this series). This chapter will give you a good introduction to the teaching strategies for situations in which you will correlate skills of speaking, listening, reading and writing, and it even shows how to realistically teach language in a similar fashion. You might also want to consult Moffett's A Student-Centered Language Arts Curriculum, Part Three for more suggested teaching strategies along this line.

3. Read the introduction to Chapter VI, "The Student Writes," pp. 309-315 in A Humanistic Approach to Teaching Secondary School English by Henry C. Lee before planning your teaching strategies. You will also find an abundance of suggested classroom activities that integrate language arts skills into single units and lessons. The book is available from the English practicum library and the college library.

4. Ask your practicum instructor about the videotapes available in the Curriculum Resources Center.

Composition With A Purpose (Bloomington, Indiana)

Talking and Writing (Bloomington, Indiana)

Arrange to view these tapes before writing your lesson plan.

5. Draw up a plan for teaching a lesson to accomplish objective four. Use Parker and Daly, Chapter four, for suggestions on making the plan. Include in your plan some criteria for evaluating student writing as it is described in objective five. Ask your practicum instructor to go over your plan with you before field-testing it.

Post-Assessment: Included in Activities